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ABSTRACT

Materials are provided from a 3-week workshop with 18 participants that was designed to prepare competent Pakistani trainers of trainers. The final report describes the Advanced Trainers Development Workshop (ATDW) design, development of participant and instructor manuals, participant selection and self-assessments, and participant presentations. Appendixes (which compose the bulk of the document) include workshop design, needs assessment instruments, needs assessment results, participant presentation feedback forms, and evaluation forms and results. The instructor's manual provides these materials: preworkshop preparation; schedule; activity sheets with objectives, purposes, methods, preparations, and materials. Transparency masters follow the corresponding activity. The participants' manual contains a schedule and materials divided by the 18 days of the workshop. These materials include worksheets; informational sheets; and exercises. Topics covered in the workshop include conducting a training workshop; brainstorming; self-assessment; organizational change models; systematic training models; group process; task and process; group roles; group decision making; group development; dealing with resistance; computer use; giving and receiving feedback; and delivering presentations. (YLB)

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ADVANCED TRAINERS DEVELOPMENT WORKSHOP

July 7 - 26, 1990

Islamabad, Pakistan

FINAL REPORT

Sponsored by:

Management Training Division
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EXECUTIVE SUMMARY

This three-week workshop with 18 participants was designed to prepare competent Pakistani trainers of trainers. The workshop design included self-assessment on competencies related to training, managing training, and training of trainers; a review of systematic training models within the context of organizational effectiveness; and for each of the modules on Training Needs Assessment (TNA), Program Design and Instructional Techniques (PDIT), and Effective Training Evaluation (ETE), a review of the content based on participant manuals, a review and revision of the instructor manuals, and a presentation with feedback. Finally, participants were evaluated by the facilitators and the participants as to their readiness to offer at least one of the modules during the next year.

To accomplish this, the consultants needed to develop a common format for the participant and instructor manuals, gather together the material needed for each from previous AED workshops and other available resources, and add components to complete the process.

Reaction evaluations were completed by the participants, showing very positive responses to objectives, materials, facilitators, and activities. Logistics were rated low.

The project outcomes are:

Participant and instructor manuals for Training Needs Assessment
Participant and instructor manuals for Program Design and Instructional Techniques
Participant and instructor manuals for Effective Training Evaluation
Participant and instructor manuals for Advanced Trainers Development Workshop
Delivery of the three-week Advanced Trainers Development Workshop
A list of participants evaluated as to their readiness to deliver at least one module during the next twelve months

Major recommendations arising from the report include:

Offer a "Computer Packages for Trainers" workshop
Use a text in each of the three modules to replace much of the duplicated material
Hold firm to the prerequisites for participants in the ATDW, and perhaps strengthen criteria for participation
Maintain originals of manuals developed from this workshop, incorporating future changes, which should be minimal, in the master copies
Maintain same format in the manuals for FTOT; developers of FTOT should have full accesss to the manuals developed in this ATDW; and the FTOT should emphasize listening, paraphrasing, synthesizing, various points of view, and non-defensive feedback

Provide improved coordination from AED in future ATDWs

In future ATDWs, spend more time on review of content; presentations by participants; giving and receiving feedback; authority, power, and rigidity; relationship building; cofacilitation processes; and computer competencies

TABLE OF CONTENTS

Executive Summary........ i
Scope of Work........ 1
ATDW Workshop Design........ 2
Development of Participant Manuals........ 3
    Participant Manual Format........ 4
    Materials Development for Participant Manuals........ 4
Development of Instructor Manuals........ 5
    Instructor Manual Format........ 5
Participant Selectiona and Self-Assessments........ 6
    Training of Trainers Competencies........ 7
    Managing Training Competencies........ 8
    Training Competencies........ 8
    Computer Competencies........ 9
Participant Presentations........ 10
    Global Assessment of Participant Presentations........ 10
    Individual Assessment of Participants as Trainers of Trainers........ 11
        Competent Now........ 12
        Not Yet Competent, But Shows Good Promise........ 14
        May Have Promise as a Trainer of Trainers, but Only After More Education and Experience........ 15
        Do Not Show Promise as Trainers of Trainers........ 16
Workshop Evaluation........ 17
Recommendations........ 19
References........ 22

LIST OF APPENDICES

A. Detailed Activities of Consultants in Support of the Scope of Work........ 23
B. Academy for Educational Development's Human Systems Development Pyramid Model for Pakistan........ 25
C. Original Design for Advanced Trainer Development Workshop........ 26
D. Actual Revised Design Used for Advanced Trainer Development Workshop........ 27
E. Needs Assessment Instruments Used in the Advanced Trainer Development Workshop........ 28
    Competencies for Trainers of Trainers........ 29
    Competencies for Managing Trainers........ 32
    Competency Assessment for Human Resource Development Practitioners........ 34
F. Results of the Needs Assessments Conducted in the Advanced Trainer Development Workshop........ 39
    Training of Trainers........ 40
    Managing Training........ 51
    Training and Development........ 56
G. Participant Presentation Feedback Forms........ 64
H. Peer and Self-Evaluation of Readiness to Become a Trainer of Trainers........ 66
I. Results of Peer and Self-Evaluation of Readiness to Become a Trainer of Trainers........ 68

J. Evaluative Feedback (Force Field Analysis, Daily) 70
K. Reaction Formative Evaluation, Advanced Trainers Development Workshop 77
L. Results of Reaction Formative Evaluation, Advanced Trainers Development Workshop 79
M. Reaction Formative Evaluation of TNA Workshop 82
N. Results of Reaction Formative Evaluation of TNA Workshop. 84
O. Reaction Formative Evaluation of PDIT Module 87
P. Results of Reaction Formative Evaluation of PDIT Module.. 89
Q. Reaction Formative Evaluation of ETE Module 92
R. Results of Reaction Formative Evaluation of ETE Module... 94
S. Reaction Summative Evaluation, Advanced Trainers Development Workshop 95
T. Results of Reaction Summative Evaluation, Advanced Trainers Development Workshop 96
U. Formative Evaluation to Date (July 16) Based on Affinity Diagram Exercise 97

SCOPE OF WORK

The scope of work was established by the Academy for Educational Development for the consultants as follows:

> The consultants will design and deliver the Advanced Trainers Development Workshop (ATDW) from July 7 to July 26, 1990, at the Audit and Accounts Training Institute in Islamabad. The ATDW, previously [referred to as] "Cluster 1," has been redesigned and expanded to 18 days. The ATDW will prepare trainers to deliver one of three courses, Training Needs Assessment, Program Design and Instructional Techniques, and Effective Training Evaluation. ATDW will focus on mastery of the content as well as skills in managing and facilitating training.... A greater emphasis on the overall Organization Development, and "hands on" participative training are desired.

Further discussion with the staff in Islamabad clarified additional expectations relative to the scope of work. Participant manuals for the Training Needs Assessment and Effective Training Evaluation needed revision, and a participant manual for Program Design and Instructional Techniques needed to be developed. A consistent format for the manuals needed to be developed. Further, none of the workshops had an instructor's manual to accompany the participant's manual. Finally, since the purpose of the entire process was to produce effective trainers of trainers, the participants were to be evaluated upon the completion of the workshop as to their readiness to deliver at least one of the modules during the next twelve months.

Thus, the outcome expectations for the consultants' assignment were as follows:

Participant's manual for Training Needs Assessment (TNA)
Instructor's manual for Training Needs Assessment (TNA)
Participant's manual for Program Design and Instructional Techniques (PDIT)
Instructor's manual for Program Design and Instructional Techniques (PDIT)
Participant's manual for Effective Training Evaluation (ETE)
Instructor's manual for Effective Training Evaluation (ETE)
Participant's manual for Advanced Trainers Development Workshop (ATDW)
Instructor's manual for Advanced Trainers Development Workshop (ATDW)
Effective delivery of the Advanced Trainers Development Workshop (ATDW)
A list of participants evaluated as to their readiness to deliver at least one module during the next twelve months

Day-by-day activities of the consultants in support of these objectives are provided in Appendix A.

ATDW WORKSHOP DESIGN

Since this was the first time that the Advanced Trainers Development Workshop had been offered, there was some ambiguity about the outcome objectives for the workshop. The previous experience in this area had been in what was then called a "Cluster One" workshop, in which components of the three previous workshops (Foundation Training of Trainers (FTOT), TNA, ETE) and areas related to Training Design, Development, and Presentation were reviewed. The culminating activity of the workshop was the presentation in two one-day seminars of one module from these workshops in a "Training Fair" offered to the local community.

In a revision of the overall concept of preparing trainers, the Advanced Trainers Development Workshop was created. (See the pyramid displaying this concept in Appendix B, Certification Program for Human Systems Development Professsionals.) While it was clear in the communications from AED-Islamabad to the consultants that there was dissatisfaction with the Cluster One workshop, it was not clear what the desired outcomes were.

Martha Malcolm Cooper visited Islamabad in May and attempted to get clarity around the outcome objectives. On her return to the United States, she met with the two consultants. A one-day meeting created a proposed design (see Appendix C). This design proposed a heavy emphasis on the content of the three core modules (TNA, PDIT, ETE), it having been decided in Islamabad that FTOT would not be included in the ATDW Workshop. To insure competence in the content areas, a "Training Fair" component was proposed, with the idea that participants would actually conduct a needs assessment; design, develop, market, and deliver a workshop; and conduct an evaluation. In addition, emphasis was built in on Managing Training (a competency area in which the participants were expected to be weak) and specific competencies needed for Training of Trainers. Islamabad expressed concern about the design, fearing that too much emphasis would be placed on the Training Fair, thus limiting the breadth of content covered during the workshop and overemphasizing content rather than training of trainer processes.

Thus, a major goal in meeting with the Islamabad staff upon arrival in Pakistan was seeking clarification on the background of the participants and the desired outcomes of the workshop. As expected, the background of the participants was quite varied, with some having been enrolled in several previous AED workshops, while about half had not been enrolled in any previous AED workshops. While this violated the concept contained in the overall model (Appendix B), it was necessary to insure an adequate number of participants in the workshop. Those participants who had not enrolled in a previous AED workshop were experienced trainers, though their formal exposure to training concepts was unknown.

A further concern of the consultants was that there had not yet been any agreement on the content for any of the "prerequisite" courses--FTOT, TNA, and ETE--and the PDIT workshop had never been presented. As a result, the scope of work required the preparation of trainers of trainers for content areas that were not yet established. Several consultants had taught various workshops, all with different content and emphasis. Further, the FTOT--the foundation for all of the follow-up modules--was going to be revised significantly, but not until August!

As a result, it was determined that it was necessary in the ATDW to provide a review of the overview of systematic training, as well as in each of the specific module areas (TNA, PDIT, ETE). Developing further competence in computer application was also a desired outcome. Further, it was necessary to include how each of the modules should be presented in training trainers. Finally, the participants needed experience in presenting modules within each of the module areas.

The final design (see Appendix D), therefore, included the following major components:

Self-assessment of competencies in training, managing training, and training of trainers
Overview of systematic training within the context of organizational effectiveness
Review of content in participant manuals for TNA, PDIT, and ETE, including computer competencies
Review and development of content for instructor manuals for TNA, PDIT, and ETE
Presentation of modules from TNA, PDIT, and ETE, with feedback
Consideration of general issues related to managing training and training of trainers

DEVELOPMENT OF PARTICIPANT MANUALS

To provide some consistency in what is included in each of the three modules (TNA, PDIT, and ETE), it was necessary to develop a participant's manual for each module that participants in the ATDW could use as a base in their own training of trainers. As each participant in the ATDW had to sign a statement making a commitment to offer one of the three modules during the next twelve months, it was critical that participants in the ATDW completed the workshop feeling confident that this could be done and having the competence to do so.

The consultants, then, reviewed all of the available materials that had been developed to date for use within AED. While several materials were available that were useful and relevant, there was not a well developed manual for any of the three modules. Further, the format of each was quite different and did not provide a good resource for the ATDW participants.

Participant Manual Format

One major task of the consultants, then, was to determine a format for the participant manuals. Each participant manual consists of the following:

Table of contents, by day, listing all materials to be used on each day
Tabs to keep the activities for each day separate
Schedule of workshop activities (calendar and daily schedule)
Workshop objectives
References, including required texts
Groundrules
Daily readings
Exercises and overheads in the order in which they are to be used during that day's activities
All pages to be numbered

Materials Development for Participant Manuals

Using the above format, the consultants then identified appropriate materials for inclusion (from previous AED workshops and other resources available), developed materials that could not be identified, and produced a manual to be distributed to each participant in the ATDW. While it required that one facilitator work on the participants' manuals throughout much of the ATDW while the other facilitated participant sessions, the three participant manuals were completed in time to use according to the schedule, with the exception of the TNA manual. The schedule was revised to accommodate a one-day delay in distributing the TNA manual. Not only did this process put a heavy burden on the consultants, but it also created major difficulties for the support staff in preparing and duplicating materials.

DEVELOPMENT OF INSTRUCTOR MANUALS

Most of the reports from earlier workshops included timelines, how activities and exercises were used, materials needed, handouts, and so on--the type of material that would normally be included in an instructor's manual. However, this, too, was quite varied in format and was not always as complete as would be desirable, especially for beginning trainers.

Another aspect of the consultants' task, therefore, was to develop a format for the instructor manual to provide consistency across workshops, pull together appropriate existing materials, and supplement with additional information to complete the manuals.

Since this part of the process was considerably less developed than the material for the participant manuals, it was anticipated that the consultants would not be able to provide complete instructor manuals for each of the three modules by the time they were needed in the ATDW. As a result, the ATDW Workshop design provided one day for each module for participants to work at developing the activities for the instructor manuals as developed by the consultants. This proved to be a valuable exercise for the participants, in developing their ability to conceptualize and use training tools.

This input was then used by the consultants, after the completion of the ATDW, to develop the instructor manuals and, if necessary, the participant manuals. At the conclusion of the consultants' contracts, consistent participant and instructor manuals were available for TNA, PDIT, ETE, and ATDW.

Instructor Manual Format

Each instructor manual consists of the following:

Table of contents, by day, listing all activities for each day
Tabs to keep the activities for each day separate
Time required for each activity
Identification of the activity
Objectives for the activity
Purposes for the activity
Method to be used in accomplishing the activity's objectives
Preparation needed prior to the presentation of the activity
Materials needed
Instructor notes
Materials and overheads in the order in which they are to be used during that activity

PARTICIPANT SELECTION AND SELF-ASSESSMENTS

The target set by USAID was 20 private sector participants, to reflect USAID's changing emphasis on the private rather than public sector and to justify the involvement of co-facilitators. Even after the arrival of the consultants, only 14 participants had been identified, several of whom were still in the public sector. As a result of the felt need for more participants, the criteria established for participation (at least the Foundation Training of Trainers course and one of the three TOT courses or extensive experience) seem to have been violated during selection. In fact, 18 participants joined by the second day of the workshop; however, only three participants were private sector (though two work as consultants to the government and one owns her own school). Three participants are with NGO's (non-government organizations). Selection thus failed to identify private sector personnel, though the target number was nearly reached.

To reach the desired number, however, several people with no background in AED's coursework and with only slight training experience were included in the participant pool. This was especially evident during the introductions on the first day of the workshop during which participant expectations often reflected a desire for training content, not training of trainer content. The facilitators responded with a direct statement that those desiring training content were likely to be frustrated with the workshop and should probably self select out. No one chose this option. Yet the issue continued to surface during daily feedback sessions, in which participants reiterated their desire to have more training content.

To determine where participants were with competencies, three competency instruments were administered: two were developed by the facilitators (Training of Trainer Competencies, based on their own experiences, and Managing Training Competencies, based on their own experiences and on London, 1989) and one to measure training and development competencies developed by the American Society for Training and Development (McLagan, 1989)--Competency Assessment for Human Resource Development Practitioners (see Appendix E). The first two were taken by participants on the first day; the third instrument was not administered until the beginning of the third week, not by design, but because the materials containing it were delayed and did not arrive until well after the workshop began. A fourth assessment was a request of participants to list the computer packages with which they were familiar along with their level of competence in using the package.

The self-assessments completed on the first day served two additional needs besides needs assessment: first, they served to model the difference between gap (or discrepancy) analysis and competency analysis; and second, they provided raw data for participants to use in acquiring computer skills to do an analysis of a training needs assessment. The results of the analysis and their accompanying bar charts are shown in Appendix F. Highlights of the pre-assessment follow.

Training of Trainers Competencies

Seven of the 25 items on the Training of Trainers Competencies instrument averaged lower than 3.0 (on a 5-point scale), in rank order as follows:

2.35 Instructs others in use of computer for needs assessment, visual aids, and evaluation.
2.47 Describes appropriate behaviour for marketing training programs.
2.53 Models appropriate behaviour for marketing training programs.
2.82 Models appropriate behaviour for conducting training evaluations.
2.88 Models appropriate behaviour for conducting a training needs assessment.
2.94 Instructs others in the use of video camera and playback machine.
2.94 Identifies and describes resource materials useful to trainers.

Only one item was rated over 4.0:

4.06 Taking appropriate responsibility in tasks and relationships.

Every item on the competency instrument was rated at least 4.0 in importance, with the lowest rated item being:

4.00 Describes appropriate behaviour for marketing training programs.

During the completion of this competency item, participants expressed some difficulty in distinguishing between "describing" and "modeling" the appropriate behaviours. The results indicate more comfort with describing than with modeling. This may suggest that the participants are more comfortable with the theory of training than they are with actually performing training according to appropriate theory.

Managing Training Competencies

Only two of the 20 items on the Managing Training Competencies instrument were self-assessed below 3.0 (on a 5-point scale):

2.82 Develop a data-base system for maintaining records of instructional materials, supplies, and equipment.
2.88 Develop a data-base system for maintaining records of trainee achievements.

While there are many fewer competencies under 3.0 in the managing training competencies areas than in the training of trainers area, again only one item showed up as being self-assessed above 4.0:

4.18 Develop a training schedule.

Training Competencies

The ASTD Competency Assessment for Human Resource Development Practitioners (McLagan, 1989) determined competencies on 35 training and development competencies using a 7-point scale ranging from 0-6. Because the software used in the analysis would not accept a 0 value, 1 was added to each value identified by participants, providing a range from 1 (no competency) to 7 (expert competency). The results are displayed in Appendix F in two ways--by question order and by rank order. Participants rated themselves at a level of 5.0 or higher on 11 of the 35 competency areas. They rated themselves at a 4.0 or lower on only 4 of the 35 competency areas. The areas in which they rated themselves the lowest are:

2.89	Electronic Systems
3.50	Computer Skills
3.56	Knowledge of Industry
4.00	Career Development

The 4 highest rated areas are:

5.50	Facilities Management
5.44	Objectives
5.33	Writing Skills
5.28	Coaching Skills

The facilitators are dubious about the validity of these self-ratings, based on observations made during the three-week ATDW.

After rating themselves on each competency area, participants were then asked to check the seven areas in which they wanted to focus their own self-development. This was coded on the computer with a 1 if the item was not checked, and with a 2 if the item was checked. Again, the results of this analysis are shown in two ways in Appendix F--in question order and in rank order.

Of the 18 participants, 15 checked Computer Skills. This choice is validated by the positive response of the participants to the computer components built into the ATDW. Relationship Building was selected by 8 participants, with 7 participants each selecting Electronic Systems and Career Development.

Computer Competencies

Only 7 of the 18 participants had any computer background, and only three participants reflected an extensive background. One participant accounts for 10 of the 23 responses. Participants were asked to indicate whether they felt that their competence was at a level at which they could train others on the package (1), they were competent to use but not train (2), or they had some familiarity only (3). The specific packages, with level of competence, follow:

Able to Train

Multimate (1)
Assistant Series (1)
Lotus 1-2-3 (1)
DBase III (1)
Wordstar (1)

Competent to Use but not Train

Lotus 1-2-3 (2)
Wordstar (1)
Printshop (1)
Symphony (1)
DBase IV (1)

Some Familiarity

Lotus 1-2-3 (1)
DBase III (2)
Wordstar (2)
WordPerfect (2)
SPSS (1)
DEC Easy (1)
Quatro (1)
Word (1)
Framework III (1)

PARTICIPANT PRESENTATIONS

Each participant made three presentations during the ATDW, each with a different co-facilitator. One presentation each was made in TNA, PDIT, and ETE. Each presentation was videotaped. Presenters were encouraged to view their videotape immediately after the presentation, though about half of the participants elected not to view their own videotape, in spite of facilitator encouragement to do so.

Each participant was provided a form to use to provide written feedback to each presenter (see Appendix G). These forms were also completed by both facilitators; in addition, the facilitators provided detailed written feedback on each presentation. Further, during TNA and PDIT, one of the facilitators facilitated an oral feedback session in which the participants provided feedback to the presenters. During ETE, volunteer facilitators facilitated this process, and then the group provided feedback to the facilitator.

Each presentation pair, then, had about two hours of presentation time and received about one hour of feedback during the ATDW.

Global Assessment of Participant Presentations

Throughout the presentations, the most glaring weakness of the participant trainers was the inability to demonstrate flexibility to questions and comments from the audience. This lack of skill made for prolonged sidetracking and power struggles among participants while they were practicing the delivery of their modules. Power struggles were also evident in almost every presentation with excessive bickering/arguing over minor details, generally emanating from the same few participants. The participant trainers found that they had little skill to diffuse this situation.

Other general deficiencies included:

Lack of mastery of subject matter
Sameness of presentations (inability to create/use a variety of approaches)
Overemphasis on small groups and brainstorming
Continual displaying of enabling objectives, in spite of trainers' encouragement not to do so
Formality; inability to present a relaxed, informal atmosphere
Inability to translate theory into concrete examples; high level of abstraction used
Verbal difficulties--voice projection, modulations, enthusiasm, and, in some cases, difficulty with English

Difficulty in understanding co-facilitation roles and then carrying out the roles effectively
Difficulty in accepting the ambiguity of life; wanting the "one right answer" for themselves and insisting on getting it from their audience
Defensiveness in receiving feedback, calling it "clarification"

Marked improvement on most of these deficiencies occurred during the workshop--whether from actual skill improvement or from an increased sense of self-confidence and ease with the group is not known. By the completion of the ATDW, participants were generally displaying the following improvements:

Increasing use of a sense of humour, creating a more relaxed environment
More creativity and variety in their methods
Greater trust in and respect for their co-facilitators
Increasing use of "here and now" examples
Improved quality (in general) of media
Better recognition of power struggles
More setting of the context for the presentation than simply sharing their enabling objectives
Willingness to do more research to acquire subject matter knowledge than was the case in the beginning
Improved use of turning questions back to participants for response rather than feeling as if they have to give all of the answers
More skillful in giving behavioral feedback

Individual Assessment of Participants as Trainers of Trainers

Throughout the workshop, the facilitators were aware of the need to assess each participant at the conclusion of the workshop. Notes were taken and compared frequently during the ATDW. In addition, on the last day of the workshop, each participant was given a form to fill out that provided them with an opportunity to assess each other and to indicate their own level of commitment in participating in one of the three TOT workshops (see Appendix H for the form used and Appendix I for the results).

Participants were assessed as to their current competence as a trainer of trainers in four categories:

1. **Competent now**
2. **Not yet competent, but shows good promise**
3. **Can possibly become competent with more experience and training**
4. **Does not show promise as a trainer of trainers**

Recognizing the impossibility of ranking such a subjective measure as "competence as a trainer of trainers," the participants are ranked within these four categories.

Competent Now. The following six participants are judged to be competent now to co-facilitate one of the three TOT workshops under the guidance of an expert coach:

(This information has been removed from this copy of the report to protect the confidentiality of the participants.)

Not Yet Competent, But Shows Good Promise. Three participants are close to the point where they are competent to co-facilitate a TOT workshop but still need some improvement before we have confidence in their ability to proceed. They might function well as "interns" in a TOT workshop:

(This information has been removed from this copy of the report to protect the confidentiality of the participants.)

May Have Promise as a Trainer of Trainers, but Only After More Education and Experience. The third group, with five participants, consists of individuals who show a spark of promise, but for a variety of reasons seem a long way yet from being competent as a Trainer of Trainers.

(This information has been removed from this copy of the report to protect the confidentiality of the participants.)

Do Not Show Promise as Trainers of Trainers. In the judgment of the consultants, four of the 18 participants show no promise of ever evolving into effective trainers of trainers:

(This information has been removed from this copy of the report to protect the confidentiality of the participants.)

WORKSHOP EVALUATION

The workshop was evaluated in several ways at several points. Formative evaluation was conducted at the end of each day, in which participants provided oral feedback to the facilitators about the day's activities. Appendix J provides the feedback received each day.

More formal formative evaluation took place after the first five days' activities (Appendix K) and after each of the three modules (Appendices M, O, Q). Summative evaluation was conducted at the conclusion of the workshop (Appendix S). The respective results of the evaluations are summarized in Appendices L, N, P, R, T. (Appendices R and T are not complete because of the loss in transit of the response forms between Pakistan and the USA.)

At the beginning of the module on TNA, an exercise was used to train participants in the use of affinity diagrams. Participants were asked to comment on changes they would like to have made in the workshop, based only on their experience to that point in the workshop. Three clusters emerged, as displayed in the complete results in Appendix U.

The plethora of evaluations that were a part of this ATDW was a little overwhelming to the facilitators, and perhaps to the participants, as well. Nevertheless, it provided a variety of needs assessment/evaluation tools/experiences to the participants as models of how such tools can be used. Efforts were made to respond immediately to issues that were raised. "Emergent design" became an often-heard phrase in the workshop.

From the mass of information gathered, it is clear that participant satisfaction with the workshop was high. Using 4.0 on a five-point Likert scale as the desirable minimum outcome, almost every measure met this criterion. An occasional activity fell below this criterion, but all major issues related to the facilitators and their competencies, the objectives, the materials, and the activities in general were well above this mark. Overall satisfaction with the first five days was 4.24; with the TNA module, 4.20; and with PDIT, 4.39.

Almost all of the dissatisfaction related to logistics. Participants were unhappy with:

the lack of air conditioning available in the first week of the workshop in the training room;
the lack of availability of a coordinator from AED to respond to logistical needs as they arose;
the last minute nature of the assembling of the participants' manuals, requiring them to insert pages, punch pages, insert pages into folders, and so on;
the non-availability of folders (notebooks) until half of the workshop was over;
the perceived low quality of teas (non-availability of water, no cookies, not enough food);
the lack of regular cleaning of the training room;
the shortage of computers (only five were available);
and so on.

Some (though only a few) of the participants were not happy with the task of developing materials for an instructors' manual. The facilitators observed that some participants thought that this was "too much work" and was "unnecessary"--they could simply get up front and present. As observed earlier, however, even with the mandated detailed planning, most participants had difficulties with their presentations. The facilitators believe that this activity, which occurred out of necessity, actually became a very valuable part of the ATDW. Even with the instructors' manuals now developed, we believe that an activity like this should be a regular part of the ATDW.

What this means, basically, is that the design and implementation of the ATDW were perceived as very successful by the participants (and the trainers), but that AED needs to reconsider how it provides logistical support to diminish the number and severity of the complaints related to the workshop.

RECOMMENDATIONS

The following recommendations should be considered:

1. If the trainers of trainers are expected to be competent in several computer software packages, they must have more exposure than what can occur incidentally in another workshop. We recommend that AED consider offering a workshop on "Computer Packages for Trainers."

2. Several of the workshops consist of duplicated articles and book chapters, perhaps even in violation of copyright laws. It is recommended that at least one text that can cover most of the material necessary be used for the TNA, PDIT, and ETE workshops.

3. Only participants who meet the minimum qualifications should be allowed to register for the Advanced Trainer Development Workshop, even if that means reduced numbers of participants. Lack of homogeneity of background among participants was a major defect in the current workshop and detracted from the learning experience for everyone. Further, the large size class did not provide the opportunities for individual assistance and coaching that would be available in a smaller group.

   Based on a ranking of criteria exercise participated in by six of the AED staff in Pakistan and the co-facilitators, it is recommended that the following criteria be applied in selection of participants for future workshops:

   Previous assessments of consultants
   AED-trained participant observe them training and make recommendations
   Prior training in group dynamics
   Previous experience training in English
   Evaluation of supervisor

4. The eight manuals that have been developed during this process should be maintained as "the" manuals for the four workshops involved. AED, Islamabad, should maintain the master copy of the original of each manual. As items are added, deleted, or modified, or as order changes, the master file should be adjusted accordingly. Further time and effort should not be expended at this time to continue revising these manuals except as that appears necessary through use and changing circumstances.

5. In the development of the manuals for Foundation Training of Trainers, the same format should be used as has been used in this project. Further, the consultants who develop that FTOT workshop should have full access to the manuals completed in this project so they can complement the materials in the second layer of the Human Systems Pyramid. We recommend that special emphasis be placed on listening, paraphrasing, synthesizing, various points of view, and non-defensive feedback.

6. Increased coordination needs to take place between AED and workshop participants and trainers. A checklist which confirms role responsibilities should be contracted prior to the workshop. AED coordinators should be present throughout the workshop to function as a troubleshooter and as a runner for unexpected happenings, e.g., running out of transparencies, photocopy machine breaking down, etc. AED coordinators should be present for the daily feedback sessions so logistical items can be corrected quickly. Whenever this is not possible, trainers should make a written list of logistical concerns and pass these on to the AED coordinators. Trainers should provide the AED coordinators with the summary of formative evaluations as they are analyzed.

7. During the next ATDW, there will be less need for participants to spend time on the development of activities for the instructors' manual. The consultants should spend one day in each module reviewing the content of that module. Further, participants should then present complete units rather than segments of units. Not only will this provide more in-depth review of the content, it will also give the participants an opportunity to experience more extensive presentations--both totally and at one time.

   However, participants should still develop alternative activities for the instructors' manuals. This accomplishes two purposes: it provides options from which to select in presenting the three workshops, and it also underscores the process of preparation that trainers go through in making a presentation.

It would also probably be helpful to have one of the consultants sit with participants as they view their videotapes to help them focus on the issues of greatest concern that are also most amenable to change.

If videotapes related to systematic training or any of its components could be identified, they should be used in the workshop.

More emphasis should be placed on giving and receiving feedback; authority, power, and rigidity; relationship building; cofacilitation processes; and computer competence. The Managing Training Competencies self-assessment should be omitted.

References

London, M. (1989). Managing the training enterprise: High-quality, cost-effective employee training in organizations. San Francisco, CA: Jossey-Bass.

McLagan, P.A. (1989). Models for HRD practice: The practitioner's guide. Alexandria, VA: American Society for Training and Development.

APPENDIX A
DETAILED ACTIVITIES OF CONSULTANTS IN SUPPORT OF THE SCOPE OF WORK

Pre-Departure - Review and critique existing materials from earlier AED workshops on Foundations of Training of Trainers, Training Needs Assessment, Effective Training Evaluation, Cluster One, and various Program Design/ Presentation workshops
Meet with Martha Malcolm Cooper to develop a tentative design for the ATDW workshop
Do library research and draft competency lists for Training of Trainers and Managing Training; identify competencies for Trainers from the research of Pat McLagan and the American Society for Training and Development
Identify text resources not presently available at AED, Islamabad, related to training; forward to Washington for purchase
Collect personal resources related to scope of work

June 29 - Arney arrived in Islamabad

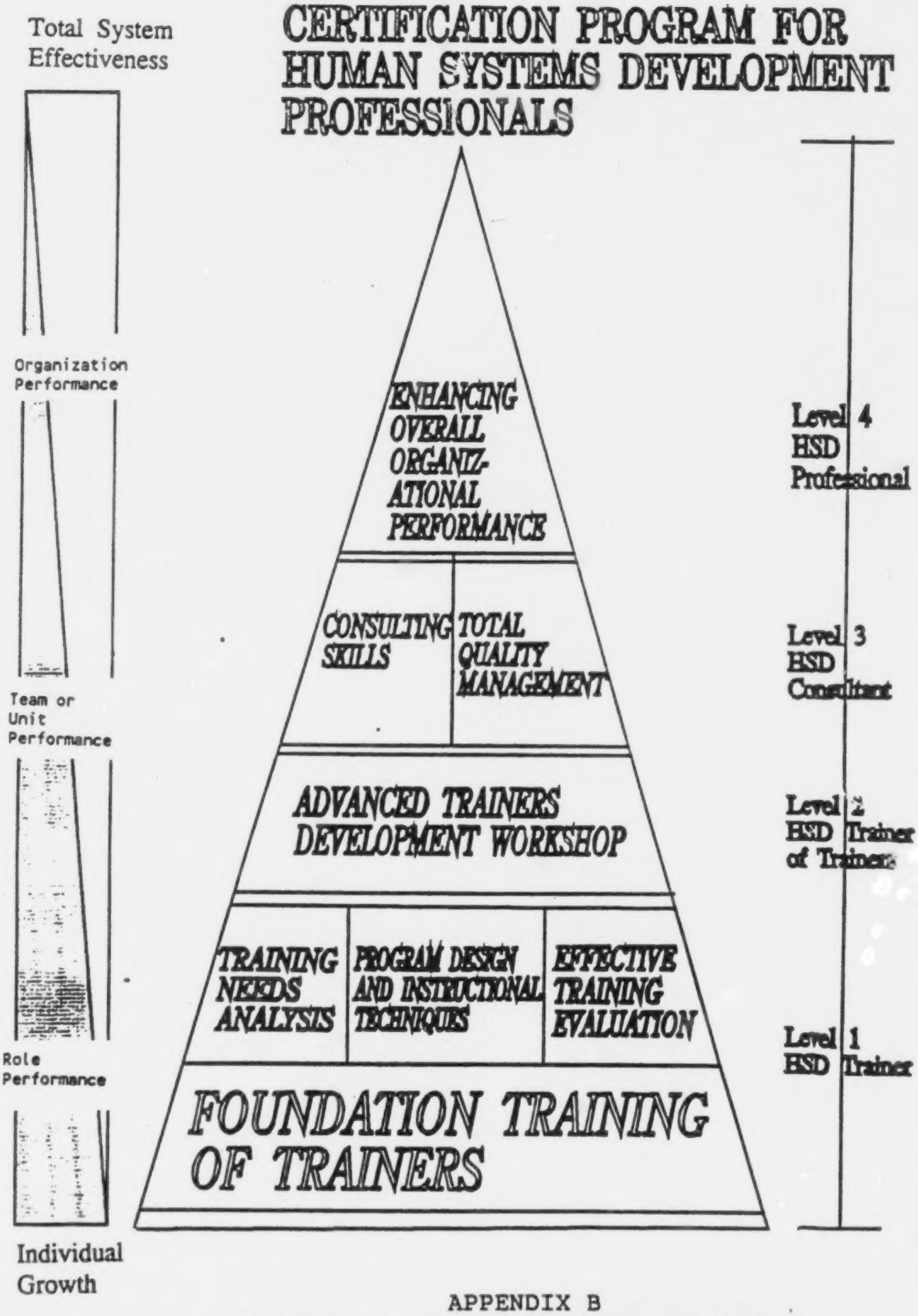
June 30 - McLean began work on instructor's manual for TNA
Arney began work on instructor's manual for PDIT

July 1 - McLean arrived in Islamabad
Met with Tariq Qurashi, Manager, to discuss scope of work and administrative details
Had lunch with Peter Boynton, Acting Chief of Party, and entire AED-Islamabad staff
Reviewed files of materials from previous AED workshops
Arney and McLean met to redesign workshop and make a list of questions for the following day's meeting with AED staff
Reviewed additional notebooks on applicable topics, selecting handouts and activities for inclusion in the manuals

July 2 - Met with Larry Kirkhart, Director of Management Training, Tariq Qurashi, and Fauzia ??? to review revised design and address unanswered questions
Visited Audit and Accounts Training Institute to observe facilities to be used for the workshop
Made arrangements for building and resource access during the Eid holidays to run from July 3-6
Continued to review existing notebooks on applicable topics to select handouts and activities for inclusion in the manuals

July 3 - Revised final calendar for the ATDW Workshop
Developed daily schedule for ATDW Workshop
Wrote objectives for ATDW Workshop
Created sample groundrules for use in ATDW Workshop
Revised Competencies for Trainers of Trainers
Began work on Final Report

July 4 - Continued work on Final Report
Worked on first three days of instructor's manual for ATDW Workshop, including the identification of appropriate activities, creating timelines for each activity, and determining materials needed for each activity
July 5-6 - Continued work on instructor's manual for ATDW Workshop
Continued work on participants' manual for Training Needs Assessment
July 7-11 - Presented first module of ATDW Workshop
Continued work on TNA participants' manual
Began work on TNA instructors' manual
Began work on PDIT participants' manual
July 11-12
14-16 - Presented TNA module
Continued work on TNA instructors' manual
Continued work on PDIT participants' manual
Began work on PDIT instructors' manual
Began work on ETE participants' manual
July 17-19
21-22 - Presented PDIT module
Continued work on PDIT instructors' manual
Continued work on ETE participants' manual
Began work on ETE instructors' manual
Worked on Final Report
July 23-26 - Presented ETE module
Continued work on ETE instructors' manual
Continued work on Final Report
Completed ATD Workshop, including final evaluations, peer evaluations, closing ceremony
July 28 - Departed for the United States via London
Post-Departure - Revised and completed:
Participants' manuals for ATDW, TNA, PDIT, and ETE
Instructors' manuals for ATDW, TNA, PDIT, and ETE
Final Report


CERTIFICATION PROGRAM FOR HUMAN SYSTEMS DEVELOPMENT PROFESSIONALS
Total System Effectiveness
Organization Performance
Team or Unit Performance
Role Performance
Individual Growth
ENHANCING OVERALL ORGANIZATIONAL PERFORMANCE
CONSULTING SKILLS
TOTAL QUALITY MANAGEMENT
ADVANCED TRAINERS DEVELOPMENT WORKSHOP
TRAINING NEEDS ANALYSIS
PROGRAM DESIGN AND INSTRUCTIONAL TECHNIQUES
EFFECTIVE TRAINING EVALUATION
FOUNDATION TRAINING OF TRAINERS
Level 4 HSD Professional
Level 3 HSD Consultant
Level 2 HSD Trainer of Trainers
Level 1 HSD Trainer

APPENDIX B
ACADEMY FOR EDUCATIONAL DEVELOPMENT'S
HUMAN SYSTEMS DEVELOPMENT PYRAMID MODEL FOR PAKISTAN

July 1990

ATDW Workshop

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2	3	4	5	6	7 Opening Ceremony Introductions Overview/ Objectives Groundrules Self-Assessments Org Change Models Systematic Tng Models
8 Organize Tng Fair Identify Potential Participants Determine Trainee Areas Develop Publicity for Tng Fair	9 Computer Review Analysis of Assessment Tools	10 Review TNA Content/Manuals	11 Develop TNA Among Potential Participants	12 Analyze TNA Results Recommend Training Fair Content Areas	13	14 Review PDIT Content/Manuals
15 Use TNA Results to Design and Develop Tng Fair	16 Continue from15/07	17 Make Practice Tng Fair Presentations Provide Feedback on Presentations	18 Revise Tng Fair Presentations	19 Give Training Fair Presentations Again Provide Feedback on Presentations Revise Presentations	20	21 Review ETE Content/Manuals Develop Evaluations for Training Fair
22 Present Training Fair	23 Debrief Tng Fair Analyze Evaluation Results Gather and Analyze Addl Evaluation Results	24 Make Recommendations for Improvement of Tng Fair Review Areas of Weakness Identified in Trainees	25 Training of Trainers Issues Managing Training Recommend Changes Needed in Manuals	26 Self-Development Plans Evaluation of ATDW Workshop Closing Ceremony/ Awarding of Certificates	27	28
29	30	31				

APPENDIX C: ORIGINAL DESIGN
FOR ADVANCED TRAINER
DEVELOPMENT WORKSHOP

APPENDIX D
ACTUAL REVISED DESIGN USED
FOR ADVANCED TRAINER DEVELOPMENT WORKSHOP

July 1990
ATDW Workshop

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2	3	4	5	6	7 Opening Ceremony Introductions Overview/ Objectives Groundrules Self-Assessments Org Change Models Systematic Tng Models
8 Group Dynamics Giving and Receiving Feedback	9 Computer Review Analysis of Assessment Tools Write Objectives Based on Assessment Results Revise Design Based on Assessment and Objectives	10 Review TNA Content/ Participant's Manual	11 Revise/Create Instructor's Manual for TNA	12 Prepare TNA Presentations	13	14 Deliver TNA Presentations Provide Feedback on TNA Presentations
15 Deliver TNA Presentations Provide Feedback on TNA Presentations	16 Review PDIT Content/ Participant's Manual	17 Revise/Create Instructor's Manual for PDIT	18 Prepare PDIT Presentations	19 Deliver PDIT Presentations Provide Feedback on PDIT Presentations	20	21 Deliver PDIT Presentations Provide Feedback on PDIT Presentations
22 Review ETE Content/ Participant's Manual	23 Revise/Create Instructor's Manual for ETE	24 Prepare ETE Presentations	25 Deliver ETE Presentations Provide Feedback on ETE Presentations	26 Training of Trainers Issues Self-Development Plans Evaluation of ATDW Workshop Closing Ceremony/ Awarding of Certificates	27	28
29	30	31				

APPENDIX E

NEEDS ASSESSMENT INSTRUMENTS USED IN THE ADVANCED TRAINER DEVELOPMENT WORKSHOP

Training of Trainers

Managing Training

Training and Development (ASTD)

Competencies for Trainers of Trainers

In the column on the left, for each item, indicate how important you believe the competency is for trainers of trainers. Use the following scale:

5 = Essential
4 = Very Important
3 = Important
2 = Not Very Important
1 = Unimportant

In the second column, for each item, indicate your current level of performance for each of the competencies. Use the following scale:

5 = Excellent
4 = Above Average
3 = Average
2 = Below Average
1 = Poor

Importance	Personal Performance	Content Skills
_____	_____	1. Describes appropriate behavior for conducting a training needs assessment.
_____	_____	2. Models appropriate behavior for conducting a training needs assessment.
_____	_____	3. Describes appropriate behavior for designing training.
_____	_____	4. Models appropriate behavior for designing training.
_____	_____	5. Describes appropriate behavior for developing training.
_____	_____	6. Models appropriate behavior for developing training.
_____	_____	7. Describes appropriate behavior for facilitating training.
_____	_____	8. Models appropriate behavior for facilitating training.
_____	_____	9. Describes appropriate behavior for conducting training evaluations.
_____	_____	10. Models appropriate behavior for conducting training evaluations.

Importance ______ Personal Performance ______

______ ______ 11. Describes appropriate behavior for marketing training programs.

______ ______ 12. Models appropriate behavior for marketing training programs.

Functional Skills

______ ______ 13. Critiques products and methods in needs assessment; training design, development, and facilitation; and evaluation of training, by providing feedback (verbal and video) to trainees which uses behavior description and personal impact statements, facilitating improvement.

______ ______ 14. Establishes appropriate interdependent relationships with co-facilitator (if applicable), trainees, and support staff.

______ ______ 15. Empowers others to develop their own unique training philosophy which includes personal style, values, and ethics statement.

______ ______ 16. Ranks trainees according to their readiness to train others.

Technical Skills

______ ______ 17. Instructs others in use of video camera and playback machine.

______ ______ 18. Instructs others in use of computer for needs assessment, visual aids, and evaluation.

______ ______ 19. Instructs others in the design of training manuals.

______ ______ 20. Instructs others in the use of training manuals.

______ ______ 21. Identifies and describes resource materials useful to trainers.

Importance	Personal Performance		Adaptive Skills
Models appropriate adaptive behavior, such as:			
____	____	22.	capacity and desire for self correction.
____	____	23.	non-defensiveness in receiving feedback.
____	____	24.	awareness of strengths and weaknesses and impact on others.
____	____	25.	taking appropriate responsibility in tasks and relationships.

Competencies for Managing Training

Indicate your own assessment of your current level of performance for each of the following competencies. The competencies included are those that are unique to managing a training and development function and do not include all management competencies. In each case it should be understood that the most effective manager accomplishes his or her competencies using the input of staff.

Circle the appropriate number using the following scale:
5 = Excellent
4 = Above Average
3 = Average
2 = Below Average
1 = Poor

1. Develop budgets that balance meeting current training needs and developing longer range activities aimed at future performance needs. 5 4 3 2 1
2. Operate the training and development function within approved budgets. 5 4 3 2 1
3. Determine the cost benefit of training and development activities. 5 4 3 2 1
4. Provide resources for ongoing development of self and staff members to expand competency base available within training and development. 5 4 3 2 1
5. Listen to clients'/customers' needs and help them clarify their needs. 5 4 3 2 1
6. Develop and maintain clear but flexible job descriptions. 5 4 3 2 1
7. Select competent and respected personnel for employment. 5 4 3 2 1
8. Select competent and respected consultants. 5 4 3 2 1
9. Design appropriate facilities for accomplishing the mission of training and development. 5 4 3 2 1
10. Acquire appropriate supplies and equipment to accomplish the mission of training and development. 5 4 3 2 1
11. Develop a mission statement based on a vision for training and development consistent with company mission. 5 4 3 2 1

12. Develop one-year goals and objectives for training and development. 5 4 3 2 1

13. Develop three-year goals for training and development. 5 4 3 2 1

14. Develop a data-base system for maintaining records of trainee achievements. 5 4 3 2 1

15. Develop a data-base system for maintaining records of instructional materials, supplies and equipment. 5 4 3 2 1

16. Develop a training schedule. 5 4 3 2 1

17. Maintain data-base for training functions. 5 4 3 2 1

18. Create and disseminate reports on training functions. 5 4 3 2 1

19. Run well-organized, effective staff meetings. 5 4 3 2 1

20. Uses problem solving tools effectively (e.g., affinity diagrams, brainstorming, pareto charts, force field analysis, etc.) 5 4 3 2 1

21. Foster a sense of teamwork within the staff. 5 4 3 2 1

22. Providing assistance to any staff member on an "as needed" basis. 5 4 3 2 1

23. Provide a mechanism that supports continuous improvement throughout the training and development functions. 5 4 3 2 1

24. Review, update, and enforce company policies. 5 4 3 2 1

25. Modify, add, and delete policies for increased effectiveness in training and development. 5 4 3 2 1

26. Function as a trainer of trainers (see separate competency list).

27. As necessary, function as a trainer (see separate competency list).

FROM: McLagan, P.A. (1989). Models for HRD practice: The practitioner's guide. Alexandria, VA: American Society for Training and Development.

Competency Assessment for Human Resource Development Practitioners

Worksheet One A: Self-Assessment

Part I: ***The Purpose and Process of Your Assessment.*** There are many reasons that you might want to complete a competency assessment at this time. Your reasons will affect the assessment process and how you interpret its results. Please check whether your purpose(s) is/are to:

☐ Provide a basis for development planning

☐ Provide a basis for finding or designing a job

☐ Help identify competencies to include on a resume or other communication about your capabilities

☐ Help structure a discussion in which you get focused and honest feedback from others about their views of your competencies

☐ Assist with career analysis and planning

☐ Other: ______________________

Given your purposes, your self-awareness, and any political or other factors, whose feedback will be valuable for your assessment?

☐ ______________________

☐ ______________________

☐ ______________________

☐ ______________________

☐ ______________________

Ask these other people to help you by completing *Worksheet One B: Feedback.* Copy the worksheet master that appears on pages 13 to 18 and complete Part I. Part I provides a space to write your request, describe your intended uses, or make other appropriate statements to help motivate other people to give you well thought-out data. Copy this version of the worksheet and give the copies to the people who agreed to help. Ask them to complete and return it by a reasonable target date.

You may ask for anonymous feedback, but there is great value in knowing who completed each questionnaire. This allows you to talk with each person about the rationales for various ratings. Unless you have major reservations, ask people to put their names on the questionnaires. Tell them you want candid, future-focused feedback but not a personality or performance appraisal. Make them comfortable with the idea of providing honest feedback and tell them that after you've reviewed the completed worksheets, you may come back to clarify, but not challenge, their responses.

Part II: ***Profile of Your Current and Future Work.*** The following are 74 key HRD outputs or deliverables resulting from HRD work (See *The Models*, page 18, for a discussion of outputs.) Check up to 12 outputs which are most important in your current work. Then, if career planning is one of your purposes, check up to 12 that will be most important to your work three to five years from now (or later, if you wish). Add outputs, if more are necessary to reflect the full extent of your work, but check no more than 12 outputs each for current and future work.

The resulting picture of your current and future work will serve as the basis for prioritizing your competency development needs. Please note that although the outputs are grouped by roles (Researcher, Marketer and so on), your work may involve outputs in one, a few, or many roles. Also realize that the outputs and competencies represent the full range of HRD work, so you are **not** expected to have or develop expertise in all the areas listed.

	Current Work	Future Work
Researcher		
1. Concepts, Theories, or Models of Development or Change	☐	☐
2. HRD Research Articles	☐	☐
3. Research Designs	☐	☐
4. Data Analysis and Interpretation	☐	☐
5. Research Findings, Conclusions, and Recommendations	☐	☐
6. Information on Future Forces and Trends	☐	☐
Marketer		
7. Positive Image for HRD Products, Services, and Programs	☐	☐
8. Plans to Market HRD Products, Services, and Programs	☐	☐
9. HRD Promotional and Informational Material	☐	☐
10. Marketing and Sales Presentations	☐	☐
11. Contracts or Agreements to Provide Service	☐	☐
12. Sales/Business Leads	☐	☐
Organization Change Agent		
13. Teams	☐	☐
14. Resolved Conflicts for an Organization or Groups	☐	☐
15. Changes in Group Norms, Values, Culture	☐	☐
16. Designs for Change	☐	☐
17. Client Awareness of Relationships Within and Around the Organization	☐	☐
18. Plans to Implement Organization Change	☐	☐
19. Implementation of Change Strategies	☐	☐
20. Recommendations to Management Regarding HRD Systems	☐	☐
Needs Analyst		
21. Strategies for Analyzing Individual or Organization Behavior	☐	☐
22. Tools to Measure Individual, Work Group, or Organizational Performance Discrepancies	☐	☐
23. Recommendations for Needed Change in Individual, Work Group, or Organizational Performance	☐	☐

	Current Work	Future Work
24. Definitions and Descriptions of Desired Individual or Group Performance	☐	☐
Program Designer		
25. Program/Intervention Objectives	☐	☐
26. Program/Intervention Designs	☐	☐
HRD Materials Developer		
27. Graphics	☐	☐
28. Video-Based Material/Live Broadcasts	☐	☐
29. Audio-Based Material	☐	☐
30. Computer-Based Material	☐	☐
31. Print-Based Learner Material	☐	☐
32. Job Aids	☐	☐
33. Instructor/Facilitator Guides	☐	☐
34. Hardware/Software Purchasing Specifications	☐	☐
35. Advice on Media Use	☐	☐
Instructor/Facilitator		
36. Learning Environment	☐	☐
37. Presentations of Material	☐	☐
38. Facilitations of Structured Learning Events (such as case studies, role plays, games, simulations, tests)	☐	☐
39. Facilitations of Group Discussions	☐	☐
40. Facilitations of Media-Based Learning Events (such as videotapes, films, audiotapes, teleconferences, computer-assisted instruction)	☐	☐
41. Test Delivery and Feedback	☐	☐
42. Group Members' Awareness of Their Own Group Process	☐	☐
43. Feedback to Learners	☐	☐
44. Individual Action Plans for Learning Transfer	☐	☐
45. Individuals with New Knowledge, Skills, Attitudes	☐	☐
Individual Career Development Advisor		
46. Professional Counseling or Referrals to Third Parties	☐	☐
47. Career Guidance and Advice	☐	☐
48. Feedback on Development or Career Plans	☐	☐
49. Support for Career Transitions	☐	☐
50. Transfer of Development or Career Planning Skills to the Learner	☐	☐

	Current Work	Future Work
51. Provision of Career Development Resources	☐	☐
52. Behavior Change from a Counseling/Advising Relationship	☐	☐
53. Individual Career Assessments	☐	☐
Administrator		
54. Facility and Equipment Selections	☐	☐
55. Facility and Equipment Schedules	☐	☐
56. Records of Programs and Clients	☐	☐
57. Logistical Support and Service to Program Participants	☐	☐
58. On-Site Program Support and Staff Management	☐	☐
59. Functioning Equipment	☐	☐
Evaluator		
60. Evaluation Designs and Plans	☐	☐
61. Evaluation Instruments	☐	☐
62. Evaluation Findings, Conclusions, Recommendations	☐	☐
63. Evaluation Processes	☐	☐
64. Evaluation Feedback	☐	☐
HRD Manager		
65. Work Direction and Plans for HRD Staff	☐	☐
66. Performance Management for HRD Staff	☐	☐
67. Resource Acquisition and Allocation for HRD	☐	☐
68. Linkage of HRD to Other Groups/Organizations	☐	☐
69. HRD Budgets and Financial Management	☐	☐
70. HRD Department Work Environment	☐	☐
71. HRD Department Strategy	☐	☐
72. HRD Department Structure	☐	☐
73. HRD Long-Range Plans	☐	☐
74. HRD Policy	☐	☐
________________	☐	☐
________________	☐	☐
________________	☐	☐
________________	☐	☐
________________	☐	☐

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Worksheet One A-3

Part III: ***Levels of Competency Expertise.*** Against the backdrop of your current and/or future work, examine your level of expertise in the following competency areas. First, rate your expertise in each competency area by circling the appropriate number under "Current Level of Expertise." Use the following definitions to help you identify your level of expertise:

- *Basic* level means you have a general understanding of key principles and can work in simple situations, and with support and coaching from others;
- *Intermediate* level means you have a good understanding and skills and can function in a broad range of moderately difficult situations;
- *Advanced* level means you have a broad and deep understanding and skills, and can work in complex, varied situations. You are a model of subject matter mastery and skills.

Then identify which competencies are most important to develop for your current and/or future work by checking up to 7 in which development could lead you to greater job and professional success.

	Current Level of Expertise				Potential High Payoff from Development-Check up to 7 for each column	
COMPETENCY	None	Basic	Intermediate	Advanced	Current Work	Future Work
1. **Adult Learning Understanding:** knowing how adults acquire and use knowledge, skills, attitudes; understanding individual differences in learning	0	1 2	3 4	5 6	☐	☐
2. **Career Development Theories and Techniques Understanding:** knowing the techniques and methods used in career development; understanding their appropriate uses	0	1 2	3 4	5 6	☐	☐
3. **Competency Identification Skill:** identifying the knowledge and skill requirements of jobs, tasks, and roles	0	1 2	3 4	5 6	☐	☐
4. **Computer Competence:** understanding and/or using computer applications	0	1 2	3 4	5 6	☐	☐
5. **Electronic Systems Skill:** having knowledge of functions, features, and potential applications of electronic systems for the delivery of and management of HRD (such as computer-based training, teleconferencing, expert systems, interactive video, satellite networks)	0	1 2	3 4	5 6	☐	☐
6. **Facilities Skill:** planning and coordinating logistics in an efficient and cost-effective manner	0	1 2	3 4	5 6	☐	☐
7. **Objectives Preparation Skill:** preparing clear statements which describe desired outputs	0	1 2	3 4	5 6	☐	☐
8. **Performance Observation Skill:** tracking and describing behaviors and their effects	0	1 2	3 4	5 6	☐	☐
9. **Subject Matter Understanding:** knowing the content of a given function or discipline being addressed	0	1 2	3 4	5 6	☐	☐
10. **Training and Development Theories and Techniques Understanding:** knowing the theories and methods used in training; understanding their appropriate use	0	1 2	3 4	5 6	☐	☐

Worksheet One A-4

COMPETENCY	Current Level of Expertise				Potential High Payoff from Development-Check up to 7 for each column	
	None	Basic	Intermediate	Advanced	Current Work	Future Work
11. **Research Skill**: selecting, developing, and using methodologies such as statistical and data collection techniques for formal inquiry	0	1 2	3 4	5 6	☐	☐
12. **Business Understanding**: knowing how the functions of a business work and relate to each other; knowing the economic impact of business decisions	0	1 2	3 4	5 6	☐	☐
13. **Cost-Benefit Analysis Skill**: assessing alternatives in terms of their financial, psychological, and strategic advantages and disadvantages	0	1 2	3 4	5 6	☐	☐
14. **Delegation Skill**: assigning task responsibility and authority to others	0	1 2	3 4	5 6	☐	☐
15. **Industry Understanding**: knowing the key concepts and variables such as critical issues, economic vulnerabilities, measurements, distribution channels, inputs, outputs, and information sources that define an industry or sector	0	1 2	3 4	5 6	☐	☐
16. **Organization Behavior Understanding**: seeing organizations as dynamic, political, economic, and social systems which have multiple goals; using this larger perspective as a framework for understanding and influencing events and change	0	1 2	3 4	5 6	☐	☐
17. **Organization Development Theories and Techniques Understanding**: knowing the techniques and methods used in organization development; understanding their appropriate use	0	1 2	3 4	5 6	☐	☐
18. **Organization Understanding**: knowing the strategy, structure, power networks, financial position, and systems of a specific organization	0	1 2	3 4	5 6	☐	☐
19. **Project Management Skill**: planning, organizing, and monitoring work	0	1 2	3 4	5 6	☐	☐
20. **Records Management Skill**: storing data in an easily retrievable form	0	1 2	3 4	5 6	☐	☐
21. **Coaching Skill**: helping individuals recognize and understand personal needs, values, problems, alternatives, and goals	0	1 2	3 4	5 6	☐	☐
22. **Feedback Skill**: communicating information, opinions, observations, and conclusions so that they are understood and can be acted upon	0	1 2	3 4	5 6	☐	☐
23. **Group Process Skill**: influencing groups so that tasks, relationships, and individual needs are addressed	0	1 2	3 4	5 6	☐	☐
24. **Negotiation Skill**: securing win-win agreements while successfully representing a special interest in a decision	0	1 2	3 4	5 6	☐	☐

continued on next page

Worksheet One A-5

continued

COMPETENCY	Current Level of Expertise				Potential High Payoff from Development-Check up to 7 for each column	
	None	Basic	Intermediate	Advanced	Current Work	Future Work
25. **Presentation Skill**: presenting information orally so that an intended purpose is achieved	0	1 2	3 4	5 6	☐	☐
26. **Questioning Skill**: gathering information from stimulating insight in individuals and groups through use of interviews, questionnaires, and other probing methods	0	1 2	3 4	5 6	☐	☐
27. **Relationship Building Skill**: establishing relationships and networks across a broad range of people and groups	0	1 2	3 4	5 6	☐	☐
28. **Writing Skill**: preparing written material that follows generally accepted rules of style and form, is appropriate for the audience, is creative, and accomplishes its intended purpose	0	1 2	3 4	5 6	☐	☐
29. **Data Reduction Skill**: scanning, synthesizing, and drawing conclusions from data	0	1 2	3 4	5 6	☐	☐
30. **Information Search Skill**: gathering information from printed and other recorded sources; identifying and using information specialists and reference services and aids	0	1 2	3 4	5 6	☐	☐
31. **Intellectual Versatility**: recognizing, exploring, and using a broad range of ideas and practices; thinking logically and creatively without undue influence from personal biases	0	1 2	3 4	5 6	☐	☐
32. **Model Building Skill**: conceptualizing and developing theoretical and practical frameworks that describe complex ideas in understandable, usable ways	0	1 2	3 4	5 6	☐	☐
33. **Observing Skill**: recognizing objectively what is happening in or across situations	0	1 2	3 4	5 6	☐	☐
34. **Self-Knowledge**: knowing one's personal values, needs, interests, style, and competencies and their effects on others	0	1 2	3 4	5 6	☐	☐
35. **Visioning Skill**: projecting trends and visualizing possible and probable futures and their implications	0	1 2	3 4	5 6	☐	☐

APPENDIX F

RESULTS OF THE NEEDS ASSESSMENTS CONDUCTED IN THE ADVANCED TRAINER DEVELOPMENT WORKSHOP

Training of Trainers

Managing Training

Training and Development (ASTD)

ATDW

ITEM:	1	2	3	4	5	MEAN:
1 1A	0	0	1	4	12	4.65
2 1B	0	2	10	5	0	3.18
3 2A	0	0	0	8	9	4.53
4 2B	1	4	8	4	0	2.88
5 3A	0	0	1	2	14	4.76
6 3B	0	4	6	7	0	3.18
7 4A	0	0	0	6	11	4.65
8 4B	1	4	5	6	1	3.12
9 5A	0	0	2	3	12	4.59
10 5B	1	1	11	4	0	3.06
11 6A	0	0	2	4	11	4.53
12 6B	1	2	9	5	0	3.06
13 7A	0	0	1	4	11	4.63
14 7B	0	0	6	9	1	3.69
15 8A	0	0	1	3	12	4.69
16 8B	0	2	4	10	0	3.50
17 9A	0	0	1	5	11	4.59
18 9B	1	4	5	7	0	3.06
19 10A	0	0	2	3	12	4.59
20 10B	2	3	8	4	0	2.82

17 responses.

ATDW

ITEM:	1	2	3	4	5	MEAN:
1 11a	0	1	2	10	4	4.00
2 12a	0	1	0	10	6	4.24
3 13a	0	0	1	4	12	4.65
4 14a	0	0	1	6	10	4.53
5 15a	0	3	0	4	10	4.24
6 16a	0	1	0	7	9	4.41
7 17a	0	0	4	7	6	4.12
8 18a	0	0	1	7	9	4.47
9 19a	0	0	0	7	10	4.59
10 20a	0	0	0	3	14	4.82
11 21a	0	0	0	7	10	4.59
12 11b	4	3	8	2	0	2.47
13 12b	4	3	7	3	0	2.53
14 13b	2	2	6	6	1	3.12
15 14b	0	1	5	10	1	3.65
16 15b	1	3	3	10	0	3.29
17 16b	1	1	8	7	0	3.24
18 17b	4	3	3	4	3	2.94
19 18b	7	3	2	4	1	2.35
20 19b	3	0	8	5	1	3.06
21 20b	2	1	7	5	2	3.24
22 21b	2	3	6	6	0	2.94

17 responses.

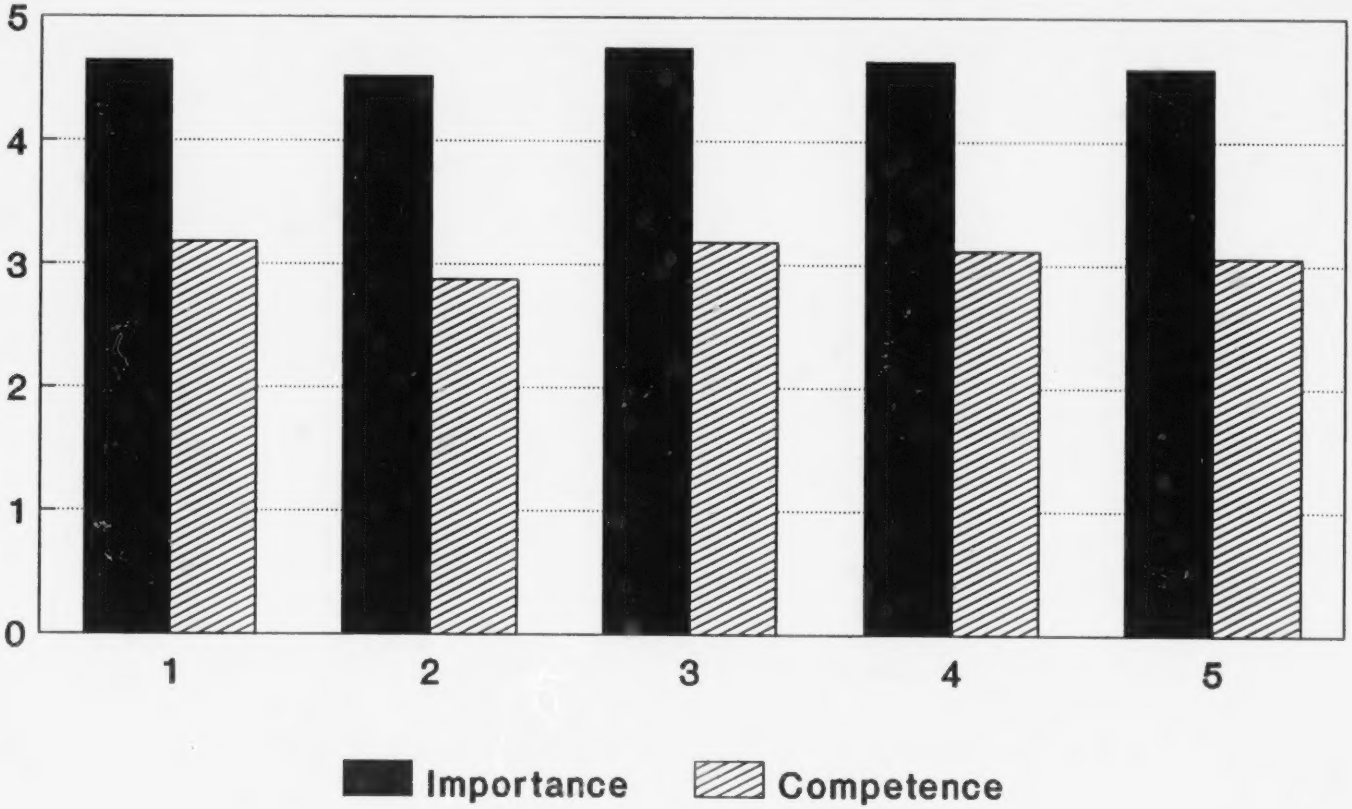
ATDW

ITEM:	1	2	3	4	5	MEAN:
1 22A	0	0	0	5	12	4.71
2 22B	1	0	4	10	2	3.71
3 23A	0	0	0	5	12	4.71
4 23B	0	2	3	10	2	3.71
5 24A	0	0	0	5	12	4.71
6 24B	0	3	4	9	1	3.47
7 25A	0	0	1	3	13	4.71
8 25B	0	0	1	14	2	4.06

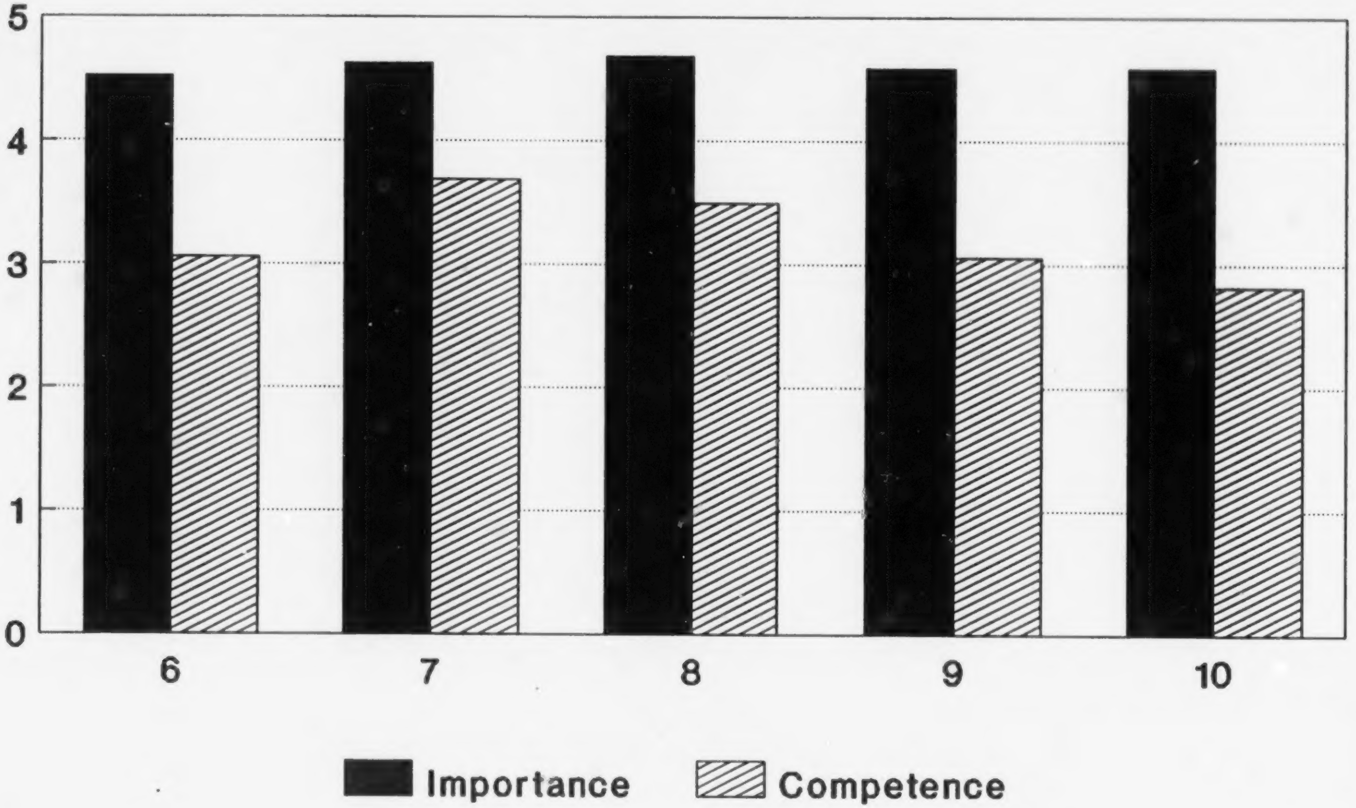
17 responses.

ATDW

TOT COMPETENCIES

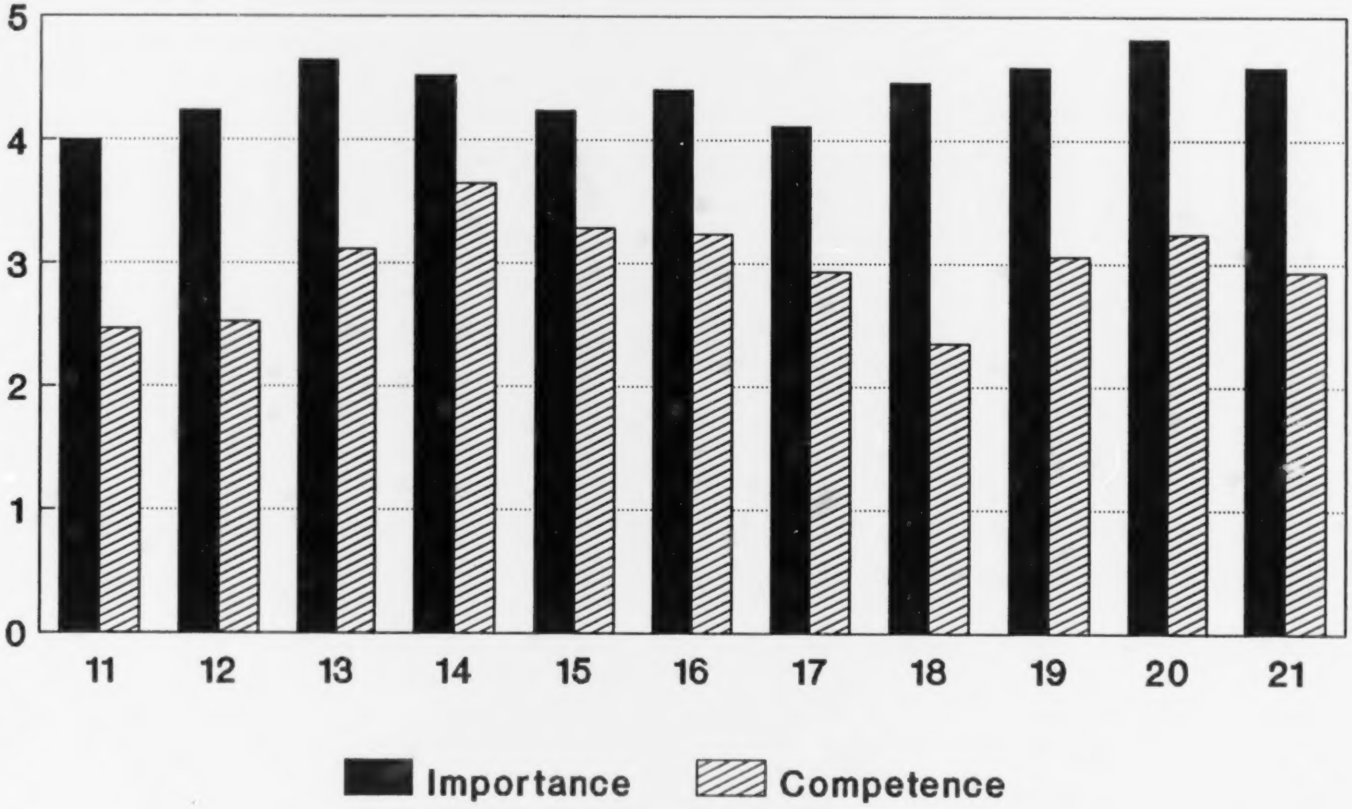


ATDW
TOT COMPETENCIES

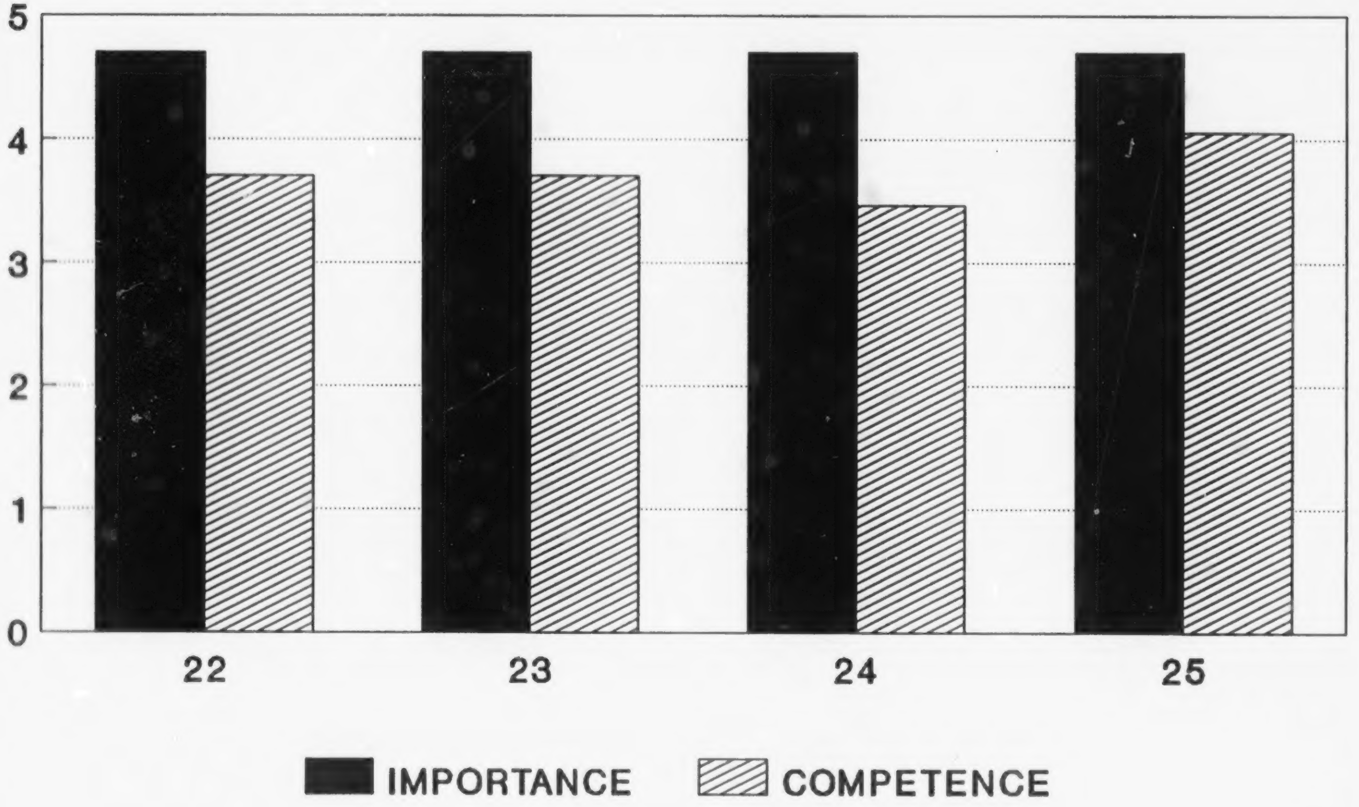


ATDW

TOT COMPETENCIES

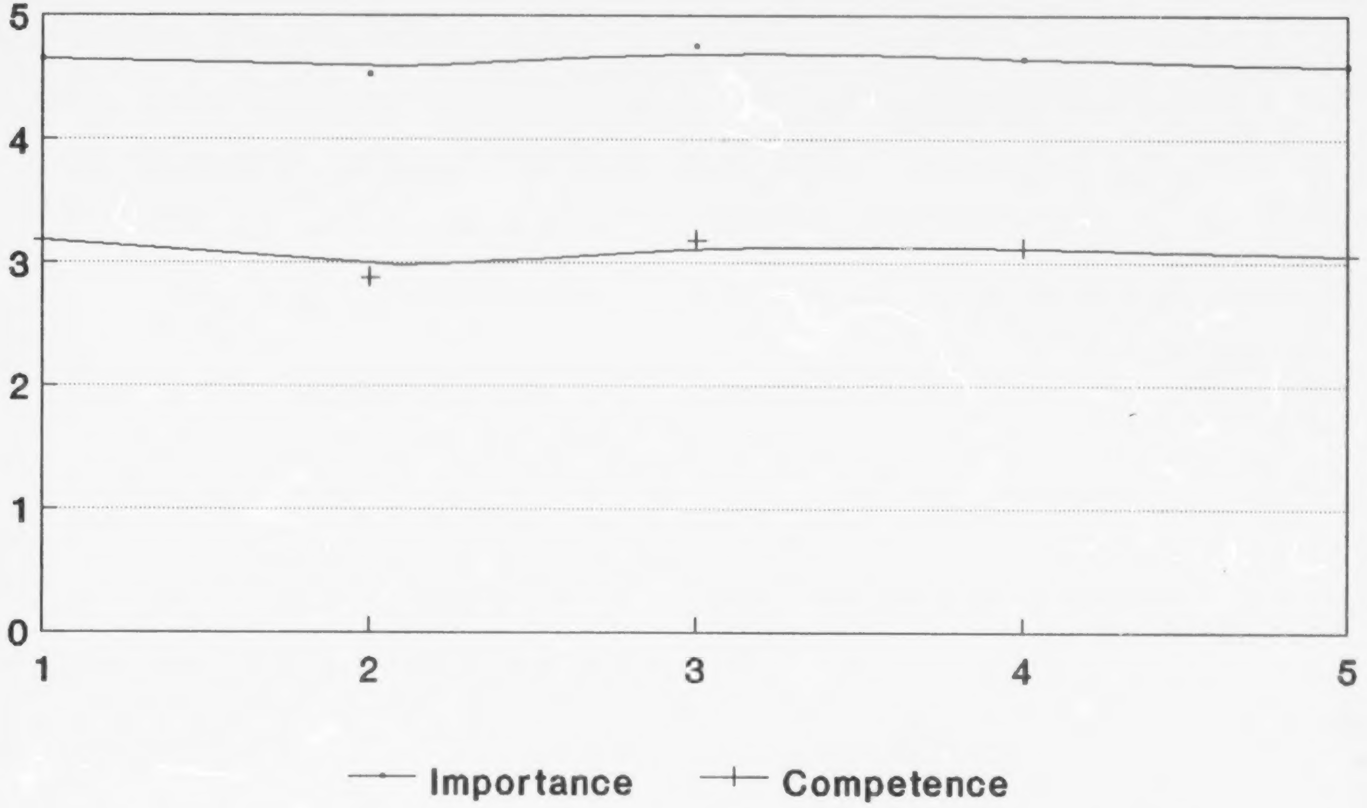


ATDW
TOT COMPETENCIES

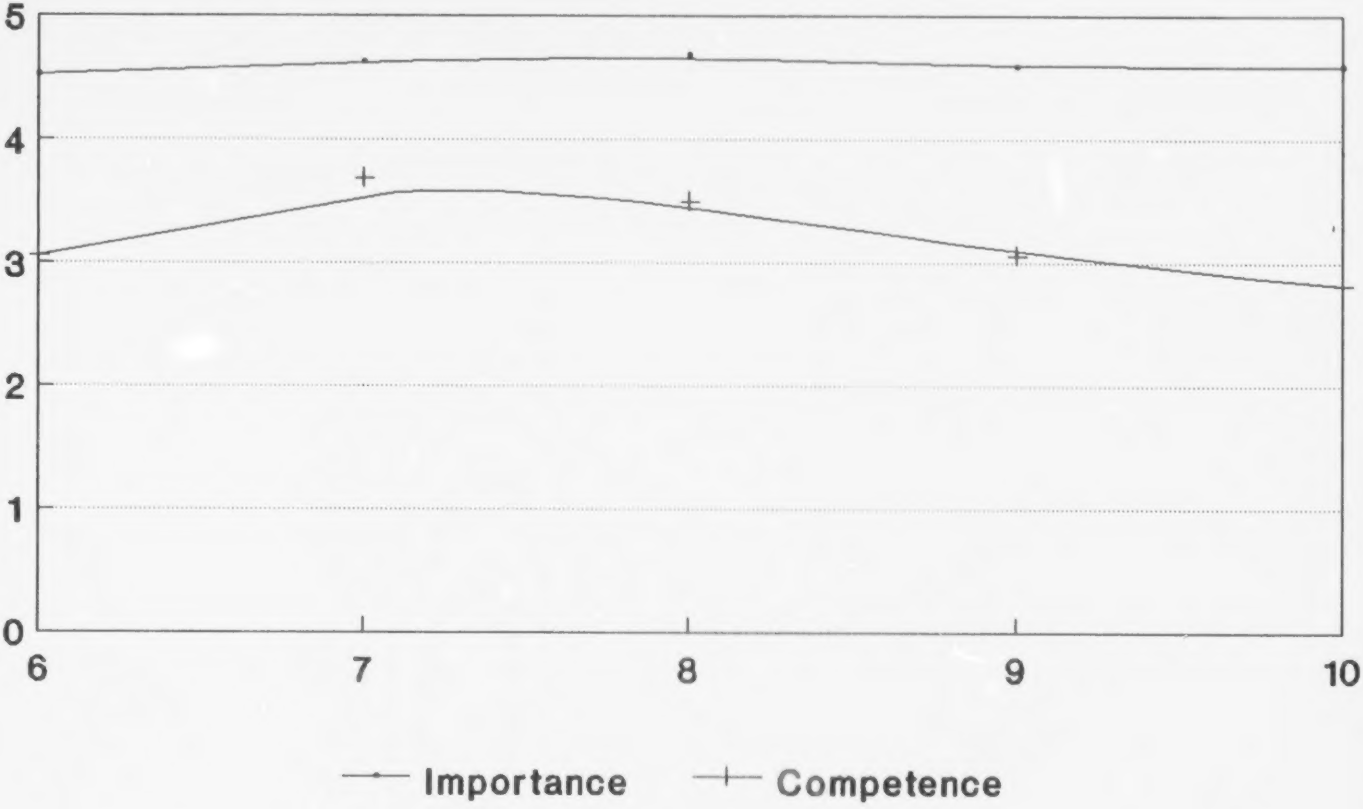


ATDW

TOT COMPETENCIES

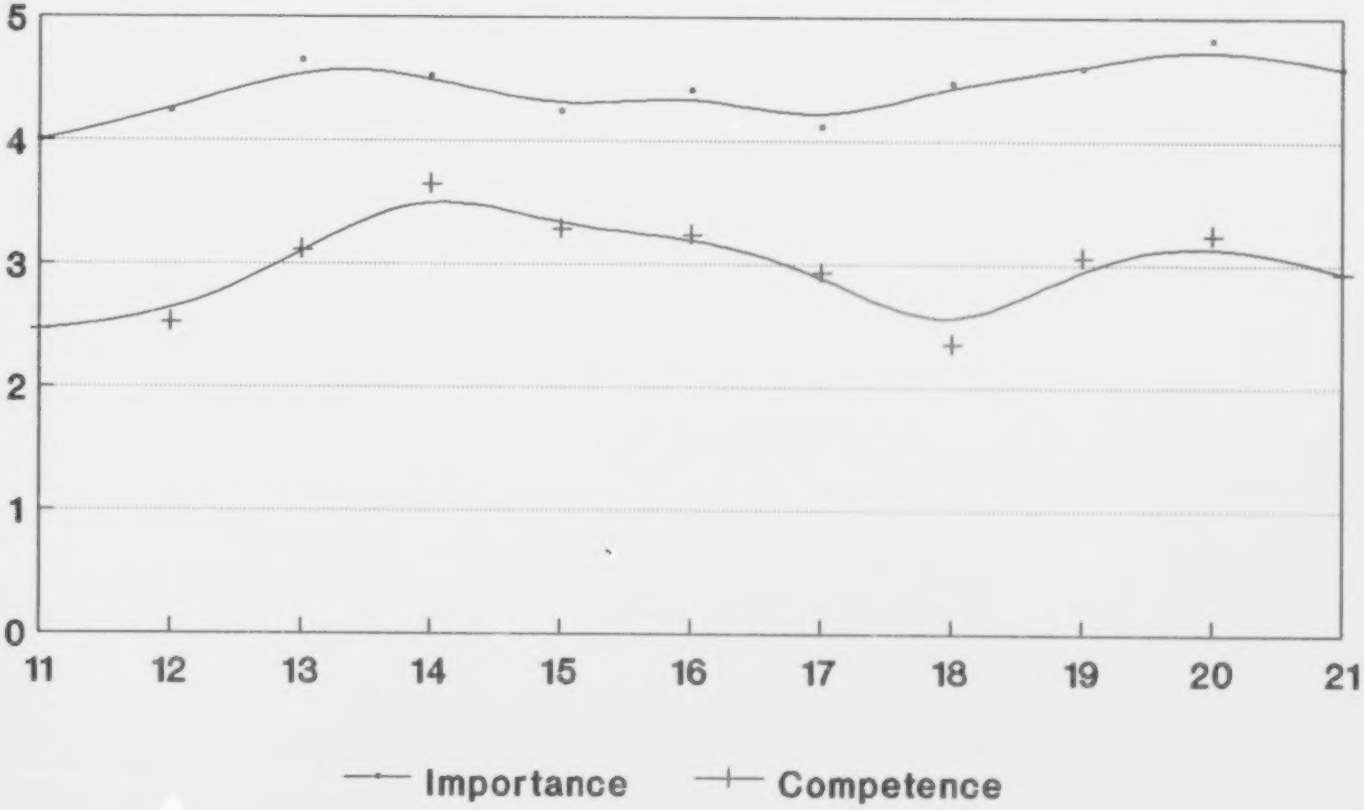


ATDW
TOT COMPETENCIES



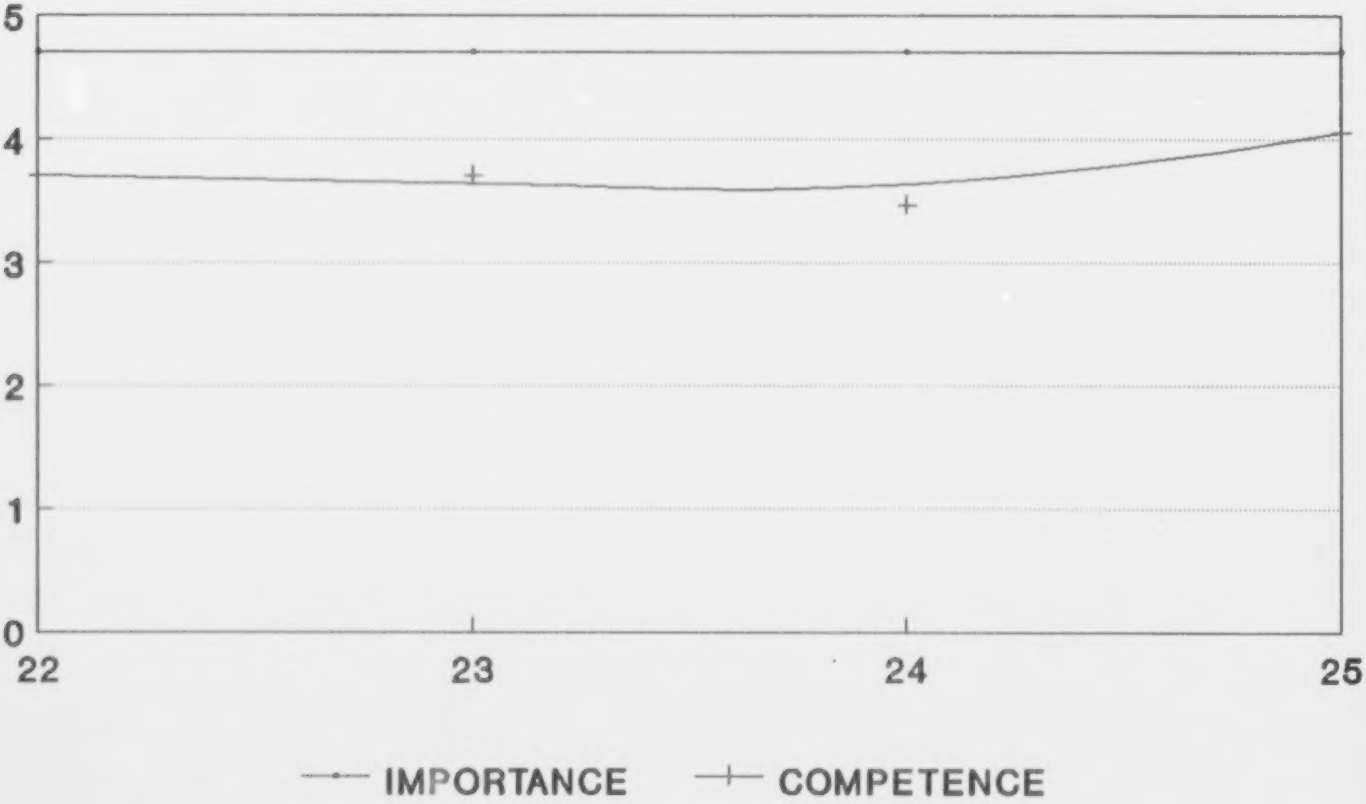
ATDW

TOT COMPETENCIES



ATDW

TOT COMPETENCIES



ATDW

ITEM:	1	2	3	4	5	MEAN:
1 1	0	2	5	7	3	3.65
2 2	0	2	0	13	2	3.88
3 3	0	2	5	9	1	3.53
4 4	0	3	7	7	0	3.24
5 5	0	1	1	14	1	3.88
6 6	0	0	7	7	3	3.76
7 7	0	1	7	8	1	3.53
8 8	0	2	7	4	4	3.59
9 9	0	1	5	9	2	3.71
10 10	0	0	8	7	2	3.65
11 11	1	0	7	7	2	3.53

17 responses.

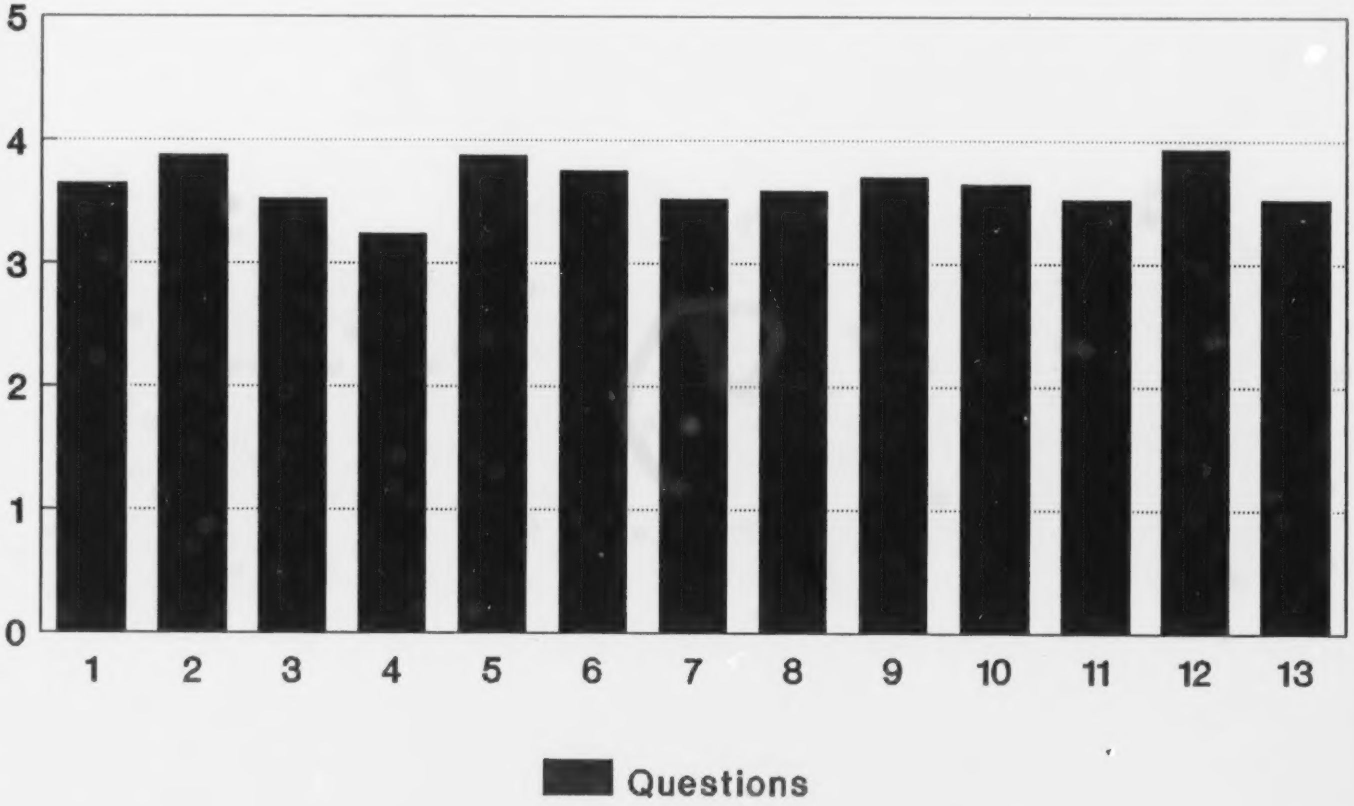
ATDW

ITEM:	1	2	3	4	5	MEAN:
1 12	0	1	2	11	3	3.94
2 13	0	2	6	7	2	3.53
3 14	4	4	2	4	3	2.88
4 15	4	4	2	5	2	2.82
5 16	0	0	4	6	7	4.18
6 17	3	3	3	7	1	3.00
7 18	0	3	7	7	0	3.24
8 19	0	1	6	9	1	3.59
9 20	2	3	4	7	1	3.12
10 21	0	0	3	12	2	3.94
11 22	0	1	2	10	4	4.00
12 23	1	0	9	6	1	3.35
13 24	1	2	7	5	2	3.29
14 25	1	1	9	5	1	3.24

17 responses.

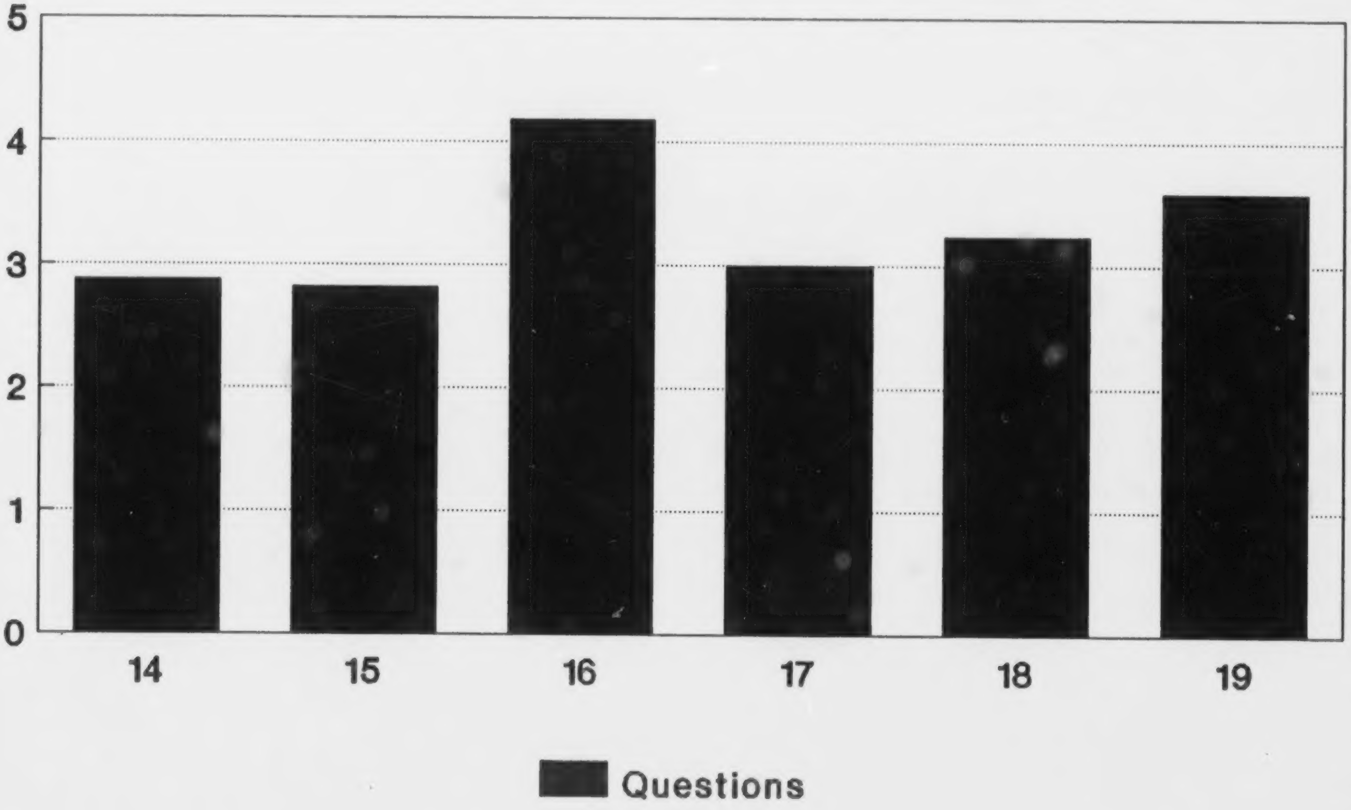
ATDW

Managing Competencies



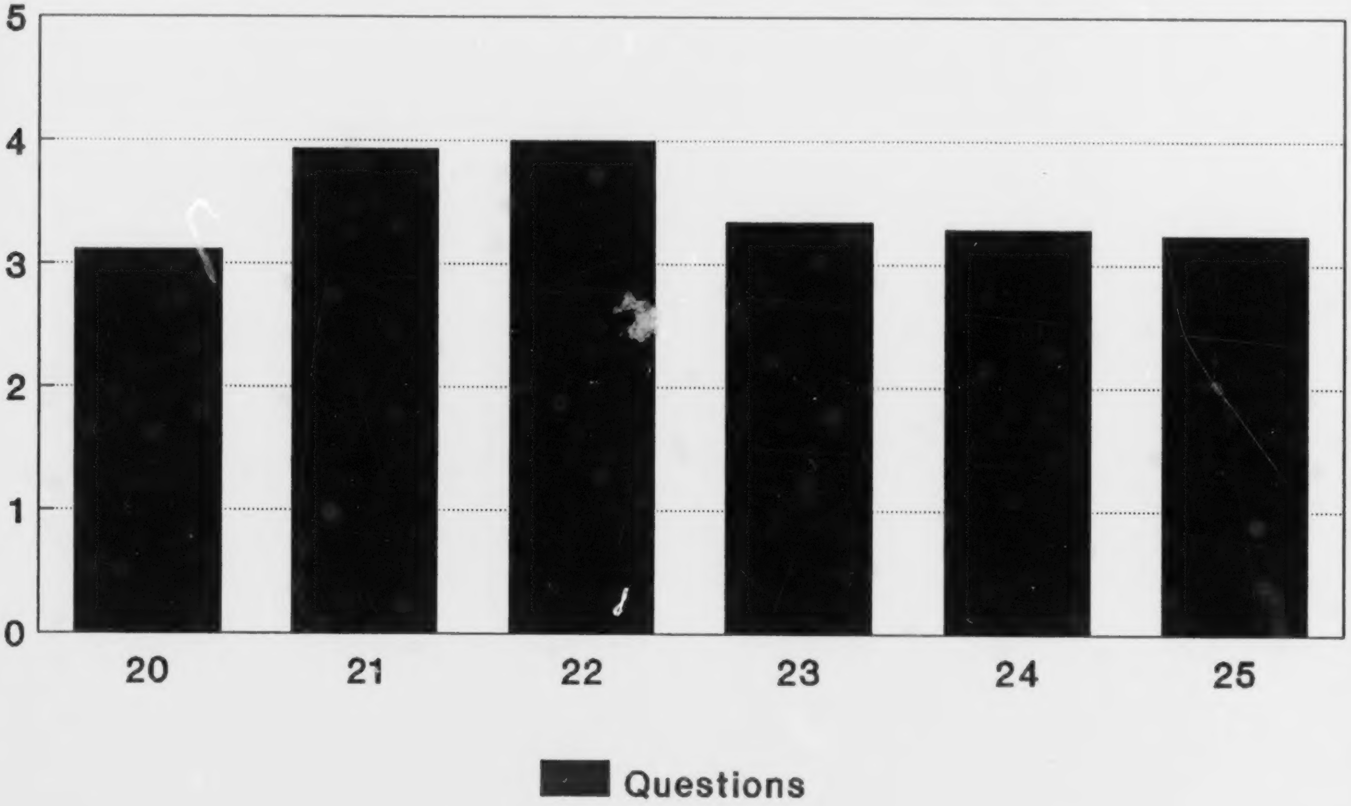
ATDW

Managing Competencies



ATDW

Managing Competencies



ASTD Competencies of ATDW Participants - July 23, 1990

ITEM:	1	2	3	4	5	6	7	MEAN:
1 Adult L	0	0	1	2	11	3	1	5.06
2 Career	2	1	5	2	3	5	0	4.00
3 Compete	1	1	1	5	6	4	0	4.44
4 Compute	0	6	6	1	3	0	2	3.50
5 Electro	6	3	3	1	3	2	0	2.89
6 Facilit	0	0	1	2	4	9	2	5.50
7 Objecti	0	0	1	1	5	11	0	5.44
8 Perform	0	0	2	7	7	2	0	4.50
9 Subject	0	0	2	3	5	5	2	5.12
10 T & D T	0	0	1	4	7	6	0	5.00
11 Researc	1	1	4	4	5	3	0	4.11
12 Busines	1	2	4	2	4	2	3	4.33
13 Cost Be	0	2	3	3	4	5	1	4.56
14 Delegat	1	0	1	3	4	6	3	5.17
15 Industr	3	4	2	4	1	2	2	3.56
16 Organiz	2	1	1	4	6	3	1	4.33
17 Organiz	1	2	2	2	8	3	0	4.28
18 Organiz	1	2	2	2	5	5	1	4.50
19 Project	0	2	2	3	2	6	3	4.94
20 Records	0	2	1	2	6	5	2	4.94
21 Coachin	0	0	1	2	6	9	0	5.28
22 Feedbac	0	0	0	6	6	6	0	5.00
23 Group P	0	0	3	4	7	4	0	4.67
24 Negotia	0	0	2	3	11	2	0	4.72
25 Present	0	0	0	6	5	7	0	5.06

26	Questio	0	0	0	6	9	3	0	4.83
27	Relatio	0	0	2	6	7	3	0	4.61
28	Writing	0	0	1	3	3	11	0	5.33
29	Data Re	0	2	3	2	4	7	0	4.61
30	Informa	0	1	0	3	5	8	0	5.12
31	Intelle	0	0	4	1	5	7	1	5.00
32	Model B	0	2	3	3	4	4	1	4.47
33	Observi	0	0	1	4	5	5	1	5.06
34	Self-Kn	0	0	2	2	4	8	1	5.24
35	VIsioni	0	2	1	4	4	4	1	4.63

18 responses.

ASTD Competencies of ATDW Participants in Rank Order

RANK:	1	2	3	4	5	6	7	MEAN:
1 Facilit	0	0	1	2	4	9	2	5.50
2 Objecti	0	0	1	1	5	11	0	5.44
3 Writing	0	0	1	3	3	11	0	5.33
4 Coachin	0	0	1	2	6	9	0	5.28
5 Self-Kn	0	0	2	2	4	8	1	5.24
6 Delegat	1	0	1	3	4	6	3	5.17
7 Informa	0	1	0	3	5	8	0	5.12
8 Subject	0	0	2	3	5	5	2	5.12
9 Observi	0	0	1	4	5	5	1	5.06
10 Present	0	0	0	6	5	7	0	5.06
11 Adult L	0	0	1	2	11	3	1	5.06
12 Intelle	0	0	4	1	5	7	1	5.00
13 Feedbac	0	0	0	6	6	6	0	5.00
14 T & D T	0	0	1	4	7	6	0	5.00
15 Records	0	2	1	2	6	5	2	4.94
16 Project	0	2	2	3	2	6	3	4.94
17 Questio	0	0	0	6	9	3	0	4.83
18 Negotia	0	0	2	3	11	2	0	4.72
19 Group P	0	0	3	4	7	4	0	4.67
20 VIsioni	0	2	1	4	4	4	1	4.63
21 Data Re	0	2	3	2	4	7	0	4.61
22 Relatio	0	0	2	6	7	3	0	4.61
23 Cost Be	0	2	3	3	4	5	1	4.56
24 Organiz	1	2	2	2	5	5	1	4.50
25 Perform	0	0	2	7	7	2	0	4.50

26	Model B	0	2	3	3	4	4	1	4.47
27	Compete	1	1	1	5	6	4	0	4.44
28	Organiz	2	1	1	4	6	3	1	4.33
29	Busines	1	2	4	2	4	2	3	4.33
30	Organiz	1	2	2	2	8	3	0	4.28
31	Researc	1	1	4	4	5	3	0	4.11
32	Career	2	1	5	2	3	5	0	4.00
33	Industr	3	4	2	4	1	2	2	3.56
34	Compute	0	6	6	1	3	0	2	3.50
35	Electro	6	3	3	1	3	2	0	2.89

18 responses.

ASTD Competencies in which ATDW Participants Most Need Improvement

RANK:		1	2	MEAN:
1	Computer	3	15	1.83
2	Relationships	10	8	1.44
3	Electronic Systems	11	7	1.39
4	Career Development	11	7	1.39
5	OD	12	6	1.33
6	Research	12	6	1.33
7	Writing	13	5	1.28
8	Presentation	13	5	1.28
9	Negotiation	13	5	1.28
10	Project Mgmt	13	5	1.28
11	Adult Learning	13	5	1.28
12	Questioning	14	4	1.22
13	Group Process	14	4	1.22
14	Coaching	14	4	1.22
15	OB	14	4	1.22
16	T & D	14	4	1.22
17	Facilities	14	4	1.22
18	Self-Knowledge	15	3	1.17
19	Model Building	15	3	1.17
20	Data Reduction	15	3	1.17
21	Feedback	15	3	1.17
22	Records Mgmt	15	3	1.17
23	Cost Benefit	15	3	1.17
24	Visioning	16	2	1.11
25	Intellectual Vers.	16	2	1.11

26 Industry	16	2	1.11
27 Perf Observation	16	2	1.11
28 Objectives	16	2	1.11
29 Observing	17	1	1.06
30 Org. Understdg	17	1	1.06
31 Subject Matter	17	1	1.06
32 Comp ID	17	1	1.06
33 Info Search	18	0	1.00
34 Delegation	18	0	1.00
35 Business	18	0	1.00

18 responses.

ASTD Competencies in which ATDW Participants Most Need Improvement

ITEM:	1	2	MEAN:
1 Adult Learning	13	5	1.28
2 Career Development	11	7	1.39
3 Comp ID	17	1	1.06
4 Computer	3	15	1.83
5 Electronic Systems	11	7	1.39
6 Facilities	14	4	1.22
7 Objectives	16	2	1.11
8 Perf Observation	16	2	1.11
9 Subject Matter	17	1	1.06
10 T & D	14	4	1.22
11 Research	12	6	1.33
12 Business	18	0	1.00
13 Cost Benefit	15	3	1.17
14 Delegation	18	0	1.00
15 Industry	16	2	1.11
16 OB	14	4	1.22
17 OD	12	6	1.33
18 Org. Understdg	17	1	1.06
19 Project Mgmt	13	5	1.28
20 Records Mgmt	15	3	1.17
21 Coaching	14	4	1.22
22 Feedback	15	3	1.17
23 Group Process	14	4	1.22
24 Negotiation	13	5	1.28
25 Presentation	13	5	1.28

26 Questioning	14	4	1.22
27 Relationships	10	8	1.44
28 Writing	13	5	1.28
29 Data Reduction	15	3	1.17
30 Info Search	18	0	1.00
31 Intellectual Vers.	16	2	1.11
32 Model Building	15	3	1.17
33 Observing	17	1	1.06
34 Self-Knowledge	15	3	1.17
35 Visioning	16	2	1.11

18 responses.

PRESENTATION EVALUATION FORM

Presenter ______________________________

PREPARATION:

_____ 1. Lesson Materials - neatly arranged, easily accessible
_____ 2. Audio-Visual Aids - checked out prior to use
_____ 3. Class Arrangement -- class in contact for control, all can see and hear

INTRODUCTION:

_____ 1. Objective, Need, Application - able to see need or value of lesson
_____ 2. Interest Arousing - stimulating
_____ 3. Tie-in - builds upon previous learning when possible

PRESENTATION:

_____ 1. Logical Sequence - easy to follow, not lost in mass of words
_____ 2. Alert to Class - views class, looks for reaction
_____ 3. Emphasize Key Points - uses adequate reinforcement
_____ 4. Instructional Aids - used when needed, clear, organized
_____ 5. Safety - indicated at point of need
_____ 6. Technical Correctness - principles accurate, obvious knowledge of subject, skills
_____ 7. Pace - smooth delivery, few pauses, not too fast or too slow
_____ 8. Class Participation - students made a part of lesson, attempt to gain feedback

CONCLUSION AND SUMMARY:

_____ 1. Check and Review Main Points - questions from students, asks direct questions of value
_____ 2. Follow-up - gives assignment or clear directions for future action

TEACHING MANNER:

_____ 1. Speech, Diction, Tone - clear, good volume
_____ 2. Enthusiasm - mannerisms positive

_____ TOTAL (Rate each item 0 to 4, with 4 being the best)

COMMENTS:

APPENDIX G
PARTICIPANT PRESENTATION FEEDBACK FORMS

PRESENTATION SKILLS EVALUATION

NAME____ DATE________________

TOPIC____

RATING
5=excellent
4=good
3=average
2=needs improvement
1=poor

			COMMENTS
☐	PREPARATION	Materials and room ready	
☐	AUDIENCE ASSESSMENT	Background Skill level Expectations	
☐	INTRODUCTION	Clarity of purpose Established rapport Overview	
☐	NON-VERBAL COMMUNICATION	Poise Confidence Gestures	
☐	EYE CONTACT	One-to-one Group	
☐	VOCAL DYNAMICS	Pace Tone Projection	
☐	ORGANIZATION	Clarity Transitions Use of notes	
☐	QUESTIONS	Adequate time allowed Feedback Related to topic	
☐	REINFORCEMENT EXERCISES	Purposeful Comprehensive Adequate time	
☐	HANDLING DISTRACTIONS	Not sidetracked Effective control	
☐	USE OF AUDIOVISUALS	Simple Legible Interesting	
☐	CONCLUSION	Summarized main points	

Further suggestions for improvement________________________________

____

____

APPENDIX H
PEER AND SELF-EVALUATION OF READINESS TO BECOME A TRAINER OF TRAINERS

To assist the facilitators in evaluating each participant, and to determine the willingness of participants to participate in co-facilitating a Training of Trainer workshop during the next 12 months, we would appreciate your responses to the questions that follow.

1. Your name: ______________________________

2. How willing are you to co-facilitate a TOT workshop during the next twelve months? (Circle the number that applies)

   5 Very willing
   4 Willing
   3 Not sure
   2 Not willing
   1 Definitely not willing

3. If you answered #2, above, with a 4 or a 5, rank order your preference for co-facilitating the following three workshops, with a 1 indicating your top interest and a 3 your bottom interest. Leave the item blank if you would not co-facilitate that workshop. Dates, locations and coaches are provided where they are known.

   _____ Training Needs Assessment (tentatively, McLean during the last two weeks of February, 1991, in Karachi)
   _____ Program Development and Instructional Techniques (Arney, December 1 - 11, 1990, location not yet set; need to be available November 23 - December 13)
   _____ Effective Training Evaluation (tentatively, McLean sometime during the summer of 1991 in an unspecified location)

4. Again, if you answered #2, above, with a 4 or a 5, with what three persons in this ATDW would you most like to co-facilitate? (List in rank order)

   1. ______________________________
   2. ______________________________
   3. ______________________________

(All respondents, please turn page over and complete the other side.)

5. From what you have observed in this ATDW, what is your assessment of each participant's competence to co-facilitate a Training of Trainers workshop, including yourself?

Use the following scale:

4 - Competent to do this now
3 - Not yet competent to do this, but shows good promise
2 - Can possibly become competent to do this, but needs more experience and training
1 - Does not show promise of becoming a trainer of trainers

Rating	Participant
______	Mirza
______	Salma
______	Urusa
______	Naveed
______	Paul
______	Jafri
______	Tahseen
______	Basit
______	Shah
______	Sherwani
______	Zaheer
______	Zafar
______	Abbas
______	Dominic
______	Makhdoom
______	Mahmooda
______	Zahur
______	Fakhar

(Pages 68-69 have been removed from this copy of the report to protect the confidentiality of the participants.)

APPENDIX I
RESULTS OF
PEER AND SELF-EVALUATION OF READINESS TO BECOME A TRAINER OF TRAINERS

APPENDIX J

Evaluative Feedback - July 7, 1990

Liked

Integrated use of methods
Lots of interaction
Lecture on OD
Group work on case study
Determining groundrules
Setting the climate for the course
Good participation
Lunch served outside of institute

Disliked

Not enough time for analysis on case study
Too much lecturing
Need more air conditioning
Quality of tea
Name plates too small and only on one side
Interruption of one facilitator (Barbara) by the other (Gary)
Request not to read ahead
All handouts not available on first day
Lunch served outside of institute

Evaluative Feedback - July 8

Liked

Barbara being present
Nice presentation
Barbara's dress
Good group discussions (more qualified)
Use of groundrules
Directions written out
Introduction of latecomers to the course
Fishbowl

Disliked

Gary not being present
Facilitator's preview of the day
No coffee or cold water during tea
Participants sitting in same places as yesterday
Poor lighting on one side
Cooling problem continued
No wastepaper basket
Need tissue paper
Screen needed for overhead
Groundrules confusing

Evaluative Feedback - July 9, 1990

Liked

Relevant software packages
Graphics program exciting
Lunch at Holiday Inn
Coffee provided
Clear idea of objectives
Second Air Conditioning
Good handouts

Disliked

Printers not working for graphics
No water glasses
Computer directions were confusion
No printed instructions for Harvard Graphics
Participants should be provided with a copy of Harvard Graphics
Need more clarification, elaboration on objectives
Need more time on objectives
Would like objectives to have been corrected so we could be clear about mistakes

Evaluative Feedback - July 10, 1990

Liked

Session on giving and receiving feedback
WordPerfect guide
Co-facilitation session
Working in small groups
Coordination between Barbara and Gary
Food
Feedback on behavioral objectives

Disliked

Locked premises, so late start
Coordinators missing
Feedback not done (it was done first thing on July 11)
Only one printer working
One handout punched on two sides
No dessert with meal

76

Evaluative Feedback - July 11, 1990

Liked

Work on computers
Harvard Graphics
Training Spiral Model
Models of Training Bary and Barbara both present
Training Style Inventory
Brainstorming of uses of TNA
Overview of next few days
Gary's synthesis of group sessions
Improved quality of discussions
Tea, coffee, and water iproved
Water now available in classroom

Disliked

Time lost on arranging TNA manual
More time spent in computer room than planned
Barbara couldn't see Gary, so process feedback not given as often
Would like to have seen clear overview earlier
Time schedule not being ovserved
Individuals not taking responsibility to return on time
Not enough food for first tea, and still not cookies
Tea, coffee, and milk need to be labelled
Need more chairs in tea room

Evaluative Feedback - July 12, 1990

Liked

Continuous activity today
Fruitful day preparing instructor's manual
Task orientation
Seeing the results of our work; "starting to take off"
Gary helpful in guidance, clarification, distinguishing between objectives and purposes
Realization of what goes into training design
Cookies present and enough food at tea
Tea, coffee, and milk labelled
Lift operating

Disliked

Poor quality of xeroxing
Manual still not in right order
Resource center not available on site
Folders still missing
Frustrating because of lack of material in TNA participant manual for topic assigned
Barbara not present in group
Topic assigned by default (because not chosen when other topics available)

Evaluative Feedback - July 14, 1990

Liked

Gary's help in preparation of instructor's manual
Working on Harvard Graphics
Working on the computer (when electricity was available!)

Disliked

Load shedding
Lunch (not enough and not good)
Less feedback

Evaluative Feedback - July 15, 1990

Liked

Interesting presentations
Feedback received from group
Objective feedback
Frankness of feedback
Open-hearted, unbiased
Non-defensive receipt of feedback
Courteous
Well-received
Good to know where we stand as trainers

Disliked

Don't know what is needed to improve
Allowed more time for feedback for some presentations
AED not looking after lunch
Milk quality was poor, smelly
Facility needs a generator
Need options during loan shedding
AED could provide someone to videotape
No cold water in class

Suggestion

Individual counseling as followup

Evaluative Followup - July 16, 1990

Liked

Feedback from Gary and Barbara
Cookies at second tea
Presentations made good points
Learning from feedback to others
Constructive feedback from participants
Hard work and efforts of participants
Planning a mango party

Disliked

Lack of participation on part of some
Participants not on time
Markers are dried out

Evaluative Feedback - July 17, 1990

Liked

Meyer-Briggs Temperament Indicator
Gary scoring the MBTI
Knowing one's type
Mango party
Day dividers in place in PDIT participant manual
PDIT participant manual complete and arranged
Fishbowl exercise for negotiations
Good tea
Sweets donated by Barbara (on recovery of lost valuables)
Methods pretest good
Debriefing with partners

Disliked

Collection of money for mango party
Depressed to learn my type
No folders yet despite promises from printer
Gary absent most of the day

Evaluative Feedback - July 18, 1990

Liked

Folders here (at last!)
AED coordinators here for part of day
STRIPE
TNA successfully completed
PDIT off to a good start
Mango party planned and on schedule
PDIT manual "solid"
Barb helpful on PDIT
Q-Sort

Disliked

Too much material around the room
Some material on the floor

Evaluative Feedback - July 19, 1990

Liked

No load shedding
Tea quality better
Barbara present all the day
Flexible day
Barbara's guidance
Everyone survived mango party

Disliked

Chinese food (not liked by majority of participants)
No drinking water in classroom
Gary absent all day

Evaluative Feedback - July 21, 1990

Liked

Presence of AED Coordinators
Second round of presentations
Feedback from Gary and Barbara
Tower Building exercise
Different cofacilitation models

Disliked

No cold water in classroom
No xeroxing arrangements

Evaluative Feedback - July 22, 1990

Liked

Feedback on presentations
Controlled laughter
Presentations livelier
Finishing earlier
Photographs
Everyone tuned in to PDIT

Disliked

Laughter issue unresolved
Less cooperative from AED, especially photocopying
Lack of transparencies and paper
Loose paper
Dry markers

Evaluative Feedback - July 23, 1990

Liked

Rating preferences for ETE presentation
Questionnaire developed on computer
Opportunity to work independently
Participants took responsibility and worked
ASTD Competency Test
Gary always here to help us
Cold water in class room

Disliked

Holes not punched in ETE manuals
Photocopying problem continues

Evaluative Feedback - July 24, 1990

Liked

Feedback on presentations by participants and trainers
Viewing video of presentation
Improvements in presentations
Participant facilitation of presentation feedback
More relaxed about presentations
Only one activity to plan for ETE
Individual feedback from trainers
Gary confronting argumentation over picky items

Disliked

Gary confronting argumentation over picky items
Video film not complete
Participants showing up late
Participants rationalizing feedback
Participants arguing over picky items

Evaluative Feedback - July 25, 1990

Liked

Second to the last day
Started on time
Feedback sessions led by different participants
Gary's straight-forwardness
Pizza with choices
Presenters were well prepared

Disliked

Lost interest in repetition of feedback sessions
Confusion caused by order of pilot testing and objective tests
One presenter did not show

APPENDIX K
REACTION FORMATIVE EVALUATION
Advanced Trainers Development Workshop
Activities of July 7-11, 1990

Using the following scale, circle the number to the right of each of the following statements to indicate the degree to which you agree or disagree with the statement as it relates to the first five days' activities:

5 = Strongly Agree
4 = Agree
3 = Neutral or Not Sure
2 = Disagree
1 = Strongly Disagree

1. The terminal objectives for the workshop are appropriate. 5 4 3 2 1
2. The design proposed to accomplish these objectives is appropriate. 5 4 3 2 1
3. Arney used good facilitation skills. 5 4 3 2 1
4. McLean used good facilitation skills. 5 4 3 2 1
5. I could understand Arney's pronunciation. 5 4 3 2 1
6. I could understand McLean's pronunciation. 5 4 3 2 1
7. Arney is knowledgeable about training. 5 4 3 2 1
8. McLean is knowledgeable about training. 5 4 3 2 1
9. The participants' manual has been useful. 5 4 3 2 1

The following content has been useful:

10. Brainstorming exercise 5 4 3 2 1
11. Development of groundrules 5 4 3 2 1
12. Presentation on organization development 5 4 3 2 1
13. Case on organization development 5 4 3 2 1
14. Self-assessment and feedback gained 5 4 3 2 1
15. Group Dynamics 5 4 3 2 1
16. People Facts 5 4 3 2 1
17. Harvard Graphics for Creating Charts 5 4 3 2 1
18. Writing Behavioral Objectives 5 4 3 2 1
19. Super-Trainer 5 4 3 2 1
20. Giving and Receiving Feedback 5 4 3 2 1
21. Co-Facilitation 5 4 3 2 1
22. WordPerfect 5 4 3 2 1
23. Systematic Training Models 5 4 3 2 1
24. Harvard Graphics for Developing Overheads 5 4 3 2 1

25. The facilities have been appropriate. 5 4 3 2 1
26. Overall, I am satisfied with the first five days' activities. 5 4 3 2 1

Please turn this page over.

27. Here's what I liked best about the first five days' activities:

28. Here's what I didn't like about the first five days' activities:

29. Here's what I'd like to have changed or included during the rest of the workshop:

30. Here's some additional feedback I'd like you to have:

Thanks for helping.

APPENDIX L
RESULTS OF REACTION FORMATIVE EVALUATION
Advanced Trainers Development Workshop
Activities of July 7-11, 1990
(n = 18; not all respondents answered each question)

Using the following scale, respondents circled the number to the right of each of the following statements to indicate the degree to which they agreed or disagreed with the statement as it related to the first five days' activities:

5 = Strongly Agree
4 = Agree
3 = Neutral or Not Sure
2 = Disagree
1 = Strongly Disagree

		5	4	3	2	1	Av.
1.	The terminal objectives for the workshop are appropriate.	7	11				4.39
2.	The design proposed to accomplish these objectives is appropriate.	5	8	4	1		3.94
3.	Arney used good facilitation skills.	7	10				4.41
4.	McLean used good facilitation skills.	8	9				4.47
5.	I could understand Arney's pronunciation.	12	6				4.67
6.	I could understand McLean's pronunciation.	13	4	1			4.67
7.	Arney is knowledgeable about training.	6	11	1			4.28
8.	McLean is knowledgeable about training.	11	7				4.61
9.	The participants' manual has been useful.	5	8	3	1		4.00
The following content has been useful:							
10.	Brainstorming exercise	8	8	2			4.33
11.	Development of groundrules	5	10	2			4.18
12.	Presentation on organization development	3	14	1			4.11
13.	Case on organization development	2	9	4	1		3.75
14.	Self-assessment and feedback gained	9	6	3			4.33
15.	Group Dynamics	6	9	2	1		4.11
16.	People Facts	6	7	5			4.06
17.	Harvard Graphics for Creating Charts	6	10	2			4.22
18.	Writing Behavioral Objectives	5	9	3	1		4.00
19.	Super-Trainer	2	8	6		1	3.59
20.	Giving and Receiving Feedback	9	6	2			4.41
21.	Co-Facilitation	6	9	1			4.31
22.	WordPerfect	5	5	6	1		3.82
23.	Systematic Training Models	2	13	3			3.94
24.	Harvard Graphics for Developing Overheads	7	6	5			4.11
25.	The facilities have been appropriate.	3	10	2	2		3.82
26.	Overall, I am satisfied with the first five days' activities.	5	11	1			4.24

27. Here's what I liked best about the first five days' activities:

Flexible design of workshop (2)
Training skills of facilitators (3)
Facilitators clear and specific (2)
Co-facilitation (6)
Facilitators' ability to handle any situation (2)
Openness of facilitators (2)
Facilitators' hard workin keeping the group together
Facilitators' personal attention to participants
Group interaction/communication/behavior (5)
Use of People Facts (6)
Use of Harvard Graphics (6)
Use of WordPerfect (4)
Brainstorming (3)
Group discussions (2)
Workshop well organized (2)
Daily feedback sessions (3)
Team work
Two-way communication/feedback (2)
Training Style Inventory
Friendly atmosphere
Group dynamics (2)
Groundrules
Trainers explaining why they are training in a certain way
"Trainer as human" concept
Giving and Receiving Feedback module (3)
TNA participant manual
Computer instructions were marvelous; Gary made it so simple
Enough material (2)
Methodology
Rotation of participants
Training starts on time
I'm encouraged to improve my skills
Organization development emphasis
Training Style Inventory
No homework/outside assignments

28. Here's what I didn't like about the first five days' activities:

Minor problems with physical facilities
    Air conditioning (2)
    Lighting (2)
    Too few computers
Group adjustment due to two participants joining second day
Lunch
Manual pages not numbered
Word processing unit because I already know it
Manual material "needs improvement"
Absence of one or other co-facilitator from time to time
Feedback is being required too soon
Groundrules not being followed (especially re: discussions)

Wasting time on computers
Everyone sitting in the same place
Late teas
Logistics (2)
Not clear about corrections made on objectives writing
Some exercises need more time
Timings not being maintained
Too little mixing around of participants to develop cohesion

29. Here's what I'd like to have changed or included during the rest of the workshop:

More sharing of training experiences of participants
More sharing of training experiences of trainers
Videotapes related to content of workshop
Practical development of plans for specific workshops
Little more elaboration on each day's session
Opportunity to present individually or in pairs and receive feedback
More group activities
Waste of time at lunch; need prompt service
Change menus at tea breaks; include cookies
Group photograph
Field visit to at least one organization
Encourage those who don't speak
Keep to the agenda
More time is needed on the computers (6)
More exercises in content areas
TNA instructors' manual
ATDW instructors' manual
Prepare presentation in group instead of in pairs
Provide cool drinking water regularly in class
More cooling needed
Management training
Improve logistics and physical arrangements

30. Here's some additional feedback I'd like you to have:

Doing an excellent job (4)
Just because some people are not talking, do not think that they are not learning; we listen much and talk little
Impressed by willingness of facilitators' to accept criticism from participants
Improvement is needed in the workshop; participants are losing confidence
I'm impressed that the manual was developed in such a short time

APPENDIX M
REACTION FORMATIVE EVALUATION OF TNA MODULE
Advanced Trainers Development Workshop
Activities of July 11-16, 1990

Using the following scale, circle the number to the right of each of the following statements to indicate the degree to which you agree or disagree with the statement as it relates to the TNA module activities:
5 = Strongly Agree
4 = Agree
3 = Neutral or Not Sure
2 = Disagree
1 = Strongly Disagree

1. The terminal objectives for the TNA workshop are appropriate. 5 4 3 2 1
2. The TNA participants' manual is useful. 5 4 3 2 1
3. Developing activities for the TNA instructors' manual has been useful. 5 4 3 2 1
4. Working with a co-developer on the TNA instructors' manual was a good learning experience. 5 4 3 2 1
5. McLean provided helpful assistance in developing my components of the TNA instructors' manual. 5 4 3 2 1
6. McLean provided useful feedback on my developmental activities for the TNA instructors' manual. 5 4 3 2 1
7. Making a presentation on one area of TNA was a useful activity. 5 4 3 2 1
8. Working with a co-facilitator on my presentation was a good learning experience. 5 4 3 2 1
9. I received useful written feedback from my peers based on my presentation. 5 4 3 2 1
10. I received useful oral feedback from my peers based on my presentation. 5 4 3 2 1
11. I received useful written feedback from the trainers based on my presentation. 5 4 3 2 1
12. I received useful oral feedback from the trainers based on my presentation. 5 4 3 2 1
13. It was helpful hearing the feedback received by other participants. 5 4 3 2 1
14. I learned more about TNA from the presentation I made. 5 4 3 2 1
15. I learned more about TNA from the presentations made by others. 5 4 3 2 1
16. McLean used good facilitation skills during the feedback sessions. 5 4 3 2 1
17. I could understand McLean's pronunciation. 5 4 3 2 1
18. McLean is knowledgeable about training needs assessment. 5 4 3 2 1

Please turn this page over.

19. Arney is knowledgeable about training presentation skills. 5 4 3 2 1
20. McLean is knowledgeable about training presentation skills. 5 4 3 2 1

The following content presented by McLean was useful:
21. Definition of training needs assessment 5 4 3 2 1
22. Purposes for training needs assessment 5 4 3 2 1
23. Using affinity diagrams in TNA 5 4 3 2 1

24. The support available from the AED support staff has been adequate. 5 4 3 2 1
25. The facilities have been adequate. 5 4 3 2 1
26. Overall, I am satisfied with the TNA module days' activities. 5 4 3 2 1

27. Here's what I liked best about the TNA activities:

28. Here's what I didn't like about the TNA activities:

29. Here's what I'd like to have changed or included during the PDIT and ETE modules:

30. Here's some additional feedback I'd like you to have:

Thanks for helping.

APPENDIX N
RESULTS OF REACTION FORMATIVE EVALUATION OF TNA MODULE
Advanced Trainers Development Workshop
Activities of July 11-16, 1990
(n = 15)

The following scale was used to indicate the degree to which participants agreed or disagreed with the statement as it related to the TNA module activities:

5 = Strongly Agree
4 = Agree
3 = Neutral or Not Sure
2 = Disagree
1 = Strongly Disagree

		5	4	3	2	1	Av.
1.	The terminal objectives for the TNA workshop are appropriate.	2	11	2			4.00
2.	The TNA participants' manual is useful.	7	7	1			4.40
3.	Developing activities for the TNA instructors' manual has been useful.	7	6	2			4.33
4.	Working with a co-developer on the TNA instructors' manual was a good learning experience.	5	8	2			4.20
5.	McLean provided helpful assistance in developing my components of the TNA instructors' manual.	9	6				4.60
6.	McLean provided useful feedback on my developmental activities for the TNA instructors' manual.	7	7	1			4.40
7.	Making a presentation on one area of TNA was a useful activity.	6	6	2	1		4.13
8.	Working with a co-facilitator on my presentation was a good learning experience.	7	4	3			4.29
9.	I received useful written feedback from my peers based on my presentation.	3	10	1		1	3.93
10.	I received useful oral feedback from my peers based on my presentation.	5	8	2			4.20
11.	I received useful written feedback from the trainers based on my presentation.	8	5	2			4.40
12.	I received useful oral feedback from the trainers based on my presentation.	7	6	2			4.33
13.	It was helpful hearing the feedback received by other participants.	8	5	2			4.40
14.	I learned more about TNA from the presentation I made.	7	4	2	2		4.07
15.	I learned more about TNA from the presentations made by others.	4	10	1			4.20
16.	McLean used good facilitation skills during the feedback sessions.	11	4				4.73
17.	I could understand McLean's pronunciation.	12	3				4.80
18.	McLean is knowledgeable about training needs assessment.	12	3				4.80

	5	4	3	2	1	Av.
19. Arney is knowledgeable about training presentation skills.	8	7				4.53
20. McLean is knowledgeable about training presentation skills.	11	4				4.73
The following content presented by McLean was useful:						
21. Definition of training needs assessment	6	8	1			4.33
22. Purposes for training needs assessment	5	9	1			4.27
23. Using affinity diagrams in TNA	5	7	3			4.13
24. The support available from the AED support staff has been adequate.		3	8	3	1	2.87
25. The facilities have been adequate.		5	8	2		3.20
26. Overall, I am satisfied with the TNA module days' activities.	3	12				4.20

27. Here's what I liked best about the TNA activities:

Friendly atmosphere (2)
Involvement of the participants in group activities (2)
Modifying program according to the needs of participants
Use of computers (4)
Work with co-facilitator (2)
Fishbowl
Doing presentations and receiving feedback (4)
Participants' manual
Instructors' manual (2)
Method of data gathering and reporting
Working through the whole cycle of preparation and delivery
Brainstorming

28. Here's what I didn't like about the TNA activities:

Should have been a six-week workshop
Poor quality of copy in participants' manual
Need better indexing of material (2)
Needed more time on preparation (2)
Too much time on preparation
Less theoretical background
Absence of participants
Trainees' tardiness
Too little facilitation by the trainers
Monotony of the sequence
Forced choice on topics

29. Here's what I'd like to have changed or included during the PDIT and ETE modules:

Control time on group presentations
Better organized manual bound ahead of time
More input, monitoring, and facilitation by trainers (4)
Reduce time to one-half day for preparation of materials

One group should present the complete unit within the module
More emphasis on computer
Make a copy of instructors' manual for everyone
Individual feedback and counseling (2)
More practical exercises
Critique on presentations should be recorded on video

30. Here's some additional feedback I'd like you to have:

Use of computers with PeopleFacts, WordPerfect, Harvard Graphics--I wish there were sufficient computers for each participant to have sufficient practice on developing skill
Alternative arrangements when electricity goes off (generator)
I still feel involved
More input from trainers
The consultants' not forcing their own styles and preferences on us; it helped me develop my own style for what's comfortable for me

APPENDIX O
REACTION FORMATIVE EVALUATION OF PDIT MODULE
Advanced Trainers Development Workshop
Activities of July 17-22, 1990

Using the following scale, circle the number to the right of each of the following statements to indicate the degree to which you agree or disagree with the statement as it relates to the PDIT module activities:

5 = Strongly Agree
4 = Agree
3 = Neutral or Not Sure
2 = Disagree
1 = Strongly Disagree

1. The terminal objectives for the PDIT workshop are appropriate. 5 4 3 2 1
2. The PDIT participants' manual is useful. 5 4 3 2 1
3. Developing activities for the PDIT instructors' manual has been useful. 5 4 3 2 1
4. Working with a co-developer on the PDIT instructors' manual was a good learning experience. 5 4 3 2 1
5. Arney provided helpful assistance in developing my components of the PDIT instructors' manual. 5 4 3 2 1
6. Making a presentation on one area of PDIT was a useful activity. 5 4 3 2 1
7. Working with a co-facilitator on my presentation was a good learning experience. 5 4 3 2 1
8. I received useful written feedback from my peers based on my presentation. 5 4 3 2 1
9. I received useful oral feedback from my peers based on my presentation. 5 4 3 2 1
10. I received useful written feedback from the trainers based on my presentation. 5 4 3 2 1
11. I received useful oral feedback from the trainers based on my presentation. 5 4 3 2 1
12. It was helpful hearing the feedback received by other participants. 5 4 3 2 1
13. It was helpful viewing the videotape of my presentation. 5 4 3 2 1
14. I learned more about PDIT from the presentation I made. 5 4 3 2 1
15. I learned more about PDIT from the presentations made by others. 5 4 3 2 1
16. Arney used good facilitation skills during the feedback sessions. 5 4 3 2 1
17. I could understand Arney's pronunciation. 5 4 3 2 1

Please turn this page over.

18. Arney is knowledgeable about training presentation skills. 5 4 3 2 1

19. McLean is knowledgeable about training presentation skills. 5 4 3 2 1

The following presented by Arney was useful:

20. Myers-Briggs Type Indicator (MBTI) 5 4 3 2 1

21. Using MBTI to process TNA co-facilitation 5 4 3 2 1

22. Writing a behavioral objective based on individual growing edges 5 4 3 2 1

23. STRIPE (Steps in Program Design) 5 4 3 2 1

24. Pretest in training delivery methods 5 4 3 2 1

25. Q-Sort on preferences in training delivery methods 5 4 3 2 1

26. The support available from the AED support staff has been adequate. 5 4 3 2 1

27. The facilities have been adequate. 5 4 3 2 1

28. Overall, I am satisfied with the PDIT module activities. 5 4 3 2 1

29. Here's what I liked best about the PDIT activities:

30. Here's what I didn't like about the PDIT activities:

31. Here's what I'd like to have changed or included during the ETE module:

32. Here's some additional feedback I'd like you to have:

Thanks for helping.

APPENDIX P
RESULTS OF
REACTION FORMATIVE EVALUATION OF PDIT MODULE
Advanced Trainers Development Workshop
Activities of July 17-22, 1990
(n = 18)

The following scale was used to indicate the degree to which participants agreed or disagreed with the statement as it related to the PDIT module activities:

5 = Strongly Agree
4 = Agree
3 = Neutral or Not Sure
2 = Disagree
1 = Strongly Disagree

		5	4	3	2	1	Av.
1.	The terminal objectives for the PDIT workshop are appropriate.	9	8	1			4.44
2.	The PDIT participants' manual is useful.	6	11	1			4.28
3.	Developing activities for the PDIT instructors' manual has been useful.	9	9				4.50
4.	Working with a co-developer on the PDIT instructors' manual was a good learning experience.	6	9	1	2		4.06
5.	Arney provided helpful assistance in developing my components of the PDIT instructors' manual.	12	6				4.67
6.	Making a presentation on one area of PDIT was a useful activity.	11	5	2			4.50
7.	Working with a co-facilitator on my presentation was a good learning experience.	7	7	3	1		4.11
8.	I received useful written feedback from my peers based on my presentation.	5	11	1	1		4.11
9.	I received useful oral feedback from my peers based on my presentation.	9	5	3	1		4.22
10.	I received useful written feedback from the trainers based on my presentation.	11	6	1			4.56
11.	I received useful oral feedback from the trainers based on my presentation.	7	8	3			4.22
12.	It was helpful hearing the feedback received by other participants.	8	8	1	1		4.28
13.	It was helpful viewing the videotape of my presentation.	8	5	2			4.40
14.	I learned more about PDIT from the presentation I made.	7	10	1			4.33
15.	I learned more about PDIT from the presentations made by others.	5	9	4			4.06
16.	Arney used good facilitation skills during the feedback sessions.	11	7				4.61
17.	I could understand Arney's pronunciation.	14	4				4.78

		5	4	3	2	1	Av.
18.	Arney is knowledgeable about training presentation skills.	11	6	1			4.56
19.	McLean is knowledgeable about training presentation skills.	15	3				4.83
	The following presented by Arney was useful:						
20.	Myers-Briggs Type Indicator (MBTI)	10	4	3			4.41
21.	Using MBTI to process TNA co-facilitation	4	7	5	1		3.82
22.	Writing a behavioral objective based on individual growing edges	7	8	2			4.29
23.	STRIPE (Steps in Program Design)	7	8	2			4.29
24.	Pretest in training delivery methods	7	8	2			4.29
25.	Q-Sort on preferences in training delivery methods	5	8	2			4.20
26.	The support available from the AED support staff has been adequate.	1	11	4	2		3.61
27.	The facilities have been adequate.	2	13	1	1	1	3.78
28.	Overall, I am satisfied with the PDIT module activities.	7	11				4.39

29. Here's what I liked best about the PDIT activities:

Working on instructor's manual; structuring and approach was logical (3)
Making a presentation on a component of PDIT (7)
STRIPE
Q-Sort
Receiving honest and frank feedback on presentation (6)
Co-facilitation
Very good start with specific ideas
Manual was very supportive
Arney helped a lot during group work
Role plays, small group discussion
Complete involvement of the participants
Learning from PDIT is applicable no matter what the topic is
MBTI
Friendly atmosphere

30. Here's what I didn't like about the PDIT activities:

Preparation time too short
Co-facilitation in which one person has higher standards than the other
MBTI
Time constraints for presentation (5)
No transportation to resource center (2)
During presentation, McLean asking questions of presenter
Inadequate material in PDIT manual
Straight lectures
PDIT is what most clients are interested in; 10 of the 18 days should be devoted to this

Resource material not readily available
Absence of participants

31. Here's what I'd like to have changed or included during the ETE module:

Need more time for presentations and feedback (45/30 minutes)
Presenters need to use more interesting methods (3)
More use of computers
Different co-facilitator (2)
Keep same co-facilitator
More elaboration of the topics assigned for ETE
Reference books
More input from consultants (2)
More typing facilities, photocopying, transparencies, flipchart markers
Presenters should clearly present objectives for each session
Change tone of their voice

32. Here's some additional feedback I'd like you to have:

Thanks for tolerating me with so many absences and interruptions
Feedback sessions are too much like navel gazing
Gary is a wonderful facilitator
Well done, Arney
Consultants should not put direct questions into the presentations as it shakes the confidence of the presenter
Good material noted by the trainers to be typed and distributed to participants
Consultants could provide more content information at the end of the process feedback
Working with different individuals was not always fun, but it made me aware of my growing edges
Watching the video with the trainers and discussing feedback would be useful
Invite a psychologist without telling participants and get feedback on how each person can improve

APPENDIX Q
REACTION FORMATIVE EVALUATION OF ETE MODULE
Advanced Trainers Development Workshop
Activities of July 17-22, 1990

Using the following scale, circle the number to the right of each of the following statements to indicate the degree to which you agree or disagree with the statement as it relates to the PDIT module activities: 5 = Strongly Agree
4 = Agree
3 = Neutral or Not Sure
2 = Disagree
1 = Strongly Disagree

1. The terminal objectives for the PDIT workshop are appropriate. 5 4 3 2 1
2. The PDIT participants' manual is useful. 5 4 3 2 1
3. Developing activities for the PDIT instructors' manual has been useful. 5 4 3 2 1
4. Working with a co-developer on the PDIT instructors' manual was a good learning experience. 5 4 3 2 1
5. Arney provided helpful assistance in developing my components of the PDIT instructors' manual. 5 4 3 2 1
6. Making a presentation on one area of PDIT was a useful activity. 5 4 3 2 1
7. Working with a co-facilitator on my presentation was a good learning experience. 5 4 3 2 1
8. I received useful written feedback from my peers based on my presentation. 5 4 3 2 1
9. I received useful oral feedback from my peers based on my presentation. 5 4 3 2 1
10. I received useful written feedback from the trainers based on my presentation. 5 4 3 2 1
11. I received useful oral feedback from the trainers based on my presentation. 5 4 3 2 1
12. It was helpful hearing the feedback received by other participants. 5 4 3 2 1
13. It was helpful viewing the videotape of my presentation. 5 4 3 2 1
14. I learned more about PDIT from the presentation I made. 5 4 3 2 1
15. I learned more about PDIT from the presentations made by others. 5 4 3 2 1
16. Arney used good facilitation skills during the feedback sessions. 5 4 3 2 1
17. I could understand Arney's pronunciation. 5 4 3 2 1

Please turn this page over.

18. Arney is knowledgeable about training presentation skills. 5 4 3 2 1

19. McLean is knowledgeable about training presentation skills. 5 4 3 2 1

The following presented by Arney was useful:

20. Myers-Briggs Type Indicator (MBTI) 5 4 3 2 1

21. Using MBTI to process TNA co-facilitation 5 4 3 2 1

22. Writing a behavioral objective based on individual growing edges 5 4 3 2 1

23. STRIPE (Steps in Program Design) 5 4 3 2 1

24. Pretest in training delivery methods 5 4 3 2 1

25. Q-Sort on preferences in training delivery methods 5 4 3 2 1

26. The support available from the AED support staff has been adequate. 5 4 3 2 1

27. The facilities have been adequate. 5 4 3 2 1

28. Overall, I am satisfied with the PDIT module activities. 5 4 3 2 1

29. Here's what I liked best about the PDIT activities:

30. Here's what I didn't like about the PDIT activities:

31. Here's what I'd like to have changed or included during the ETE module:

32. Here's some additional feedback I'd like you to have:

Thanks for helping.

APPENDIX R
RESULTS OF
REACTION FORMATIVE EVALUATION OF ETE MODULE
Advanced Trainers Development Workshop
Activities of July 17-22, 1990

(As these results were lost in transit from Pakistan to the USA, they cannot be summarized here.)

APPENDIX S
REACTION SUMMATIVE EVALUATION
Advanced Trainer Development Workshop
July 7 - 26, 1990

1. Here's what I liked about the workshop:

2. Here's what would have improved the workshop:

3. How can the workshop be marketed better?

4. If possible, list the names and contact means of three people who you think could benefit from this workshop:

5. What organizations with contacts do you know that might be interested in being a client organization for TNA, PDIT, or ETE?

6. Any additional feedback you'd like us or AED to have:

APPENDIX T
RESULTS OF REACTION SUMMATIVE EVALUATION
Advanced Trainer Development Workshop
July 7 - 26, 1990

(As results were lost in transit from Pakistan to USA, they cannot be summarized here.)

APPENDIX U
FORMATIVE EVALUATION TO DATE BASED ON AFFINITY DIAGRAM EXERCISE
July 16, 1990

Three clusters emerged, with specifics listed under each:

Trainee Support Material

Books on each topic needed for distribution to trainees
Reference books available on site
Training provided for use of video cameras
More computers
Videotapes on content

Workshop Design

Workshops should cover only one area at a time (TNA, PDIT, ETE)
Live projects within each area
Shorter time period
Field trips
More examples
Each team should present a complete module (TNA, PDIT, ETE)
More exercises on the content of the three areas

Logistics

Quieter venue
Larger room
Flexible seating
Generators
More coordination from AED
Food on premises
Folders prepared in advance
Support services on site

Advanced Trainer Development Workshop Instructors' Manual

The Academy for Educational Development
Islamabad, Pakistan
July 7 - 26, 1990

Consultants:
Gary N. McLean
Barbara S. Arney

Pre-Workshop Preparation

Prior to the workshop, the instructor needs to be sure that the following have been done:

Facilities have been checked out, to include main instruction room and breakout room, with flexible furniture arrangement, when possible

Equipment is available:
- Computers and Printers
- Overhead Projector
- Video Camera
- Video Playback Equipment
- Flipcharts
- White Board or Chalk Board

Supplies are available:
- Overhead Pens
- Overhead Transparencies
- Flipchart Pads
- Flipchart Markers
- Masking Tape (or tacks if tack boards are available)
- White Board Markers
- Chalk
- Name Tags
- Name Tents
- Participant's Manuals
- Pens or Pencils
- Blank Paper
- Computer Ribbons
- Computer Paper

Computer software is available:
- Presentation Graphics (e.g., Harvard Graphics)
- Spreadsheet for Data Analysis (e.g., Lotus 1-2-3)
- Graphics for Data Presentation (e.g., People Facts, Harvard Graphics)

Arrangements have been made for tea breaks with host institution

Arrangements have been made for lunch each day

Arrangements have been made for participant's transportation to lunch

Participant's list is available and duplicated for distribution

Advanced Trainer Development Workshop

Day 1

8:00	a.m.	Opening Ceremony
8:30		Introductions
9:45		Overview/Objectives/Calendar
10:00		Break
10:15		Groundrules
11:00		Self Assessments
12:00	p.m.	Organizational Change Models
12:15		Break
12:30		Organizational Change Models (Continued)
1:30		Systematic Training Model
2:20		Feedback on Day's Activities
2:30		Group Picture

Day 2

8:00	a.m.	Overview of Group Process
8:05		Task vs. Process in Groups
8:30		Group Roles in Fishbowl
10:00		Break
10:15		Group Decision Making
11:45		Stages of Group Development
12:15	p.m.	Break
12:30		Stages of Group Development (Continued)
12:45		Dealing with Resistance
2:20		Feedback on Day's Activities
2:30		Adjourn

Day 3

8:00	a.m.	Review of Computer Use
8:10		Enter Data from Self Assessment on PeopleFacts
10:00		Break
10:15		Prepare Bar Charts for Self Assessment
12:15	p.m.	Break
12:30		Write ATDW Objectives Based on Self Assessment Results
2:20		Feedback on Day's Activities
2:30		Adjourn

Day 4

8:00	a.m.	Review and Revise ATDW Design Based on Self Assessment and Objectives
9:30		Giving and Receiving Feedback
10:00		Break
10:15		Giving and Receiving Feedback (Continued)
11:30		Co-Facilitator Selection
12:15	p.m.	Break
12:30		Harvard Graphics for Overheads and WordPerfect
2:20		Feedback on Day's Activities

2:30	Adjourn

Day 5

8:00 a.m.	Review TNA Content/Participant's Manual
10:00	Break
10:15	Continue Review of Participant's Manual
12:15 p.m.	Break
12:30	Revise TNA Instructor's Manual
2:20	Feedback on Day's Activities
2:30	Adjourn

Day 6

8:00 a.m.	Continue to Work in Pairs Revising Instructor's Manual
10:00	Break
10:15	Continue to Work in Pairs Revising Instructor's Manual
12:15 p.m.	Break
12:30	Continue to Work in Pairs Revising Instructor's Manual
2:20	Feedback on Day's Activities
2:30	Adjourn

Day 7

8:00 a.m.	Prepare TNA Module to Present to ATDW Class
10:00	Break
10:15	Prepare TNA Module to Present to ATDW Class (Continued)
12:15 p.m.	Break
12:30	Prepare TNA Module to Present to ATDW Class (Continued)
2:20	Feedback on Day's Activities
2:30	Adjourn

Days 8 and 9

8:00 a.m.	Deliver TNA Presentations and Provide Feedback on TNA Presentations
10:00	Break
10:15	Deliver TNA Presentations and Provide Feedback on TNA Presentations (Continued)
12:15 p.m.	Break
12:30	Deliver TNA Presentations and Provide Feedback on TNA Presentations (Continued)
2:20	Feedback on Day's Activities
2:30	Adjourn

Day 10

8:00 a.m.	Revise Instructor's Manual
9:00	MBTI
10:00	Break
10:15	MBTI (Continued)
11:30	Co-Facilitation
12:15 p.m.	Break
12:30	Review PDIT
2:20	Feedback on Day's Activities
2:30	Adjourn

Day 11

8:00 a.m.	Revise PDIT Instructor's Manual
10:00	Break
10:15	Revise PDIT Instructor's Manual (Continued)
12:15 p.m.	Break
12:30	Revise PDIT Instructor's Manual (Continued)
2:20	Feedback on Day's Activities
2:30	Adjourn

Day 12

8:00 a.m.	Prepare PDIT Module to Present to ATDW Class
10:00	Break
10:15	Prepare PDIT Module to Present to ATDW Class (Continued)
12:15 p.m.	Break
12:30	Prepare PDIT Module to Present to ATDW Class (Continued)
2:20	Feedback on Day's Activities
2:30	Adjourn

Days 13 and 14

8:00 a.m.	Deliver PDIT Presentation and Provide Feedback on PDIT Presentations
10:00	Break
10:15	Deliver PDIT Presentation and Provide Feedback on PDIT Presentations (Continued)
12:15 p.m.	Break
12:30	Deliver PDIT Presentation and Provide Feedback on PDIT Presentations (Continued)
2:20	Feedback on Day's Activities
2:30	Adjourn

Day 15

8:00 a.m.	Review ETE Content/Participant's Manual
10:00	Break
10:15	Participants Revise Instructor's Manual
12:15 p.m.	Break
12:30	Participants Revise Instructor's Manual (Continued)
2:20	Feedback on Day's Activities
2:30	Adjourn

Day 16

8:00 a.m.	Prepare ETE Presentations
10:00	Break
10:15	Prepare ETE Presentations (Continued)
12:15 p.m.	Break
12:30	Prepare ETE Presentations (Continued)
2:20	Feedback on Day's Activities
2:30	Adjourn

Day 17

8:00 a.m.	Deliver ETE Presentations and Provide Feedback on ETE Presentations
10:00	Break
10:15	Deliver ETE Presentations and Provide Feedback on ETE Presentations (Continued)
12:15 p.m.	Break
12:30	Deliver ETE Presentations and Provide Feedback on ETE Presentations (Continued)
2:20 p.m.	Feedback on Day's Activities
2:30	Adjourn

Day 18

8:00 a.m.	Unfinished Topics
10:00	Break
10:15	Feedback and Self Development Plan
12:30 p.m.	Evaluation of ATDW Workshop
1:15	Closing Ceremony

Day 1, Activity 1

Time: 8:00 - 8:30 a.m.

Activity: Opening Ceremony

Objectives: Participants will be able to:

1. describe how the Advanced Trainers Development Workshop fits into the Certification Program for Human Systems Development Professionals, and
2. organize an opening ceremony for a training of trainers workshop.

Purposes:

1. To provide a context for AED and the Certification Program for Human Systems Development Professionals
2. To integrate ritual into the workshop
3. To introduce participants to AED personnel who may not be directly involved in the workshop

Methods:

1. Reading from the Holy Quran and prayers (5 minutes)
2. Welcome by director or chief executive of host institution (5 minutes)
3. Overview provided by AED manager, including introduction of facilitator(s) (5 minutes)
4. Welcome by director of AED, if available (10 minutes)
5. Provide an overview of the morning, using the flipchart. (5 minutes)

Preparations: Arrangements will need to be made ahead of time with the director or chief executive of the host institution, the AED manager, and the director of AED.

A participant needs to be identified who is able to perform the appropriate rituals or arrangements need to be made with a mullah.

Arrive early to check out seating, lighting, air conditioning, overhead projector, washroom facilities, etc.

Put major activities for the morning on the flipchart prior to the session. Put the information on the second page so the blank first page covers it.

Remind participants not to look ahead in their notebooks and to bring them every day.

Materials: Name Tags
Name Tents

Instructor Notes:

Day 1, Activity 2

Time: 8:30 - 9:45 a.m.

Activity: Introductions

Objective: Participants will be able to:

1. use a similar exercise in a training of trainers workshop.

Purposes:

1. To begin the process of bonding within participants and between participants and facilitator(s)
2. To model a process for participants that is useful in beginning a training activity
3. To assess the overall training background of the group so that modifications in design can be made
4. To identify participant's expectations so that modifications in design can be made, if relevant, and to surface participant's hidden agendas

Methods:

1. Distribute participant's manuals. Emphasize that participants are not to read ahead unless, or until, directed to do so. (Items 1-3 need to be completed in 1 minute.)

2. Identify page in participant's manual for "Introductions Worksheet."

3. Ask participants to pair off with someone whom they do not know (or whom they know the least). Participants can sit beside each other for this activity.

4. Review instructions printed at the top of the worksheet, emphasizing particularly the time constraints for the exercise. The exercise assumes 18 participants. If you have more participants, the time for introductions will need to be reduced. If you have fewer participants, the time for interviews and introductions can be extended. (10 minutes)

5. After 10 minutes, remind participants to shift to interviewing the other person. (10 minutes)

6. At the conclusion of another 10 minutes, call the group back into the large group. Ask the first person to introduce his or her partner using no more than three minutes. Time this accurately. (The partner should do the

timing.) At three minutes, regardless of where the person is in the introduction, stop the introduction and ask that person's partner to make his or her introduction. Both partners come to the front of the room and write the name on the flipchart that their partner would like to be called. (54 minutes)

7. End promptly at 9:45 a.m.

Preparation: None

Materials:
Completed Participant's Manuals
Watch with Second Hand

Instructor Notes:

Day 1, Activity 3

Time: 9:45 a.m. - 10:00 a.m.

Activity: Overview/Objectives/Calendar

Objective: Participants will be able to:

1. describe generally the content of the workshop.

Purposes:

1. To clarify the intended outcomes at the completion of the workshop
2. To model appropriate objectives
3. To create expectations about the importance of daily attendance and participation
4. To provide the "big picture" of the workshop actitivies and flow

Methods:

1. Use the overhead projector and overheads attached to this section to review objectives. Direct participants to the appropriate page number in the participant's manual for their copy of the objectives. (10 minutes)

2. Direct participants to the appropriate page number in the participant's manual for their copy of the calendar. (5 minutes)

3. Ask if there are any questions or concerns. If there are, respond to them. The group may want to negotiate a different schedule. So long as the total hours are not changed, you may change them if you are open to such an option.

Preparation: Locate appropriate pages in participant's manual. Check to see that the overhead projector works and is properly focused, and that the lighting is appropriate.

Materials: Overhead transparencies (appended)

Instructor Notes:

Workshop Objectives

Advanced Trainers Development Workshop

- Assess competencies possessed in the areas of training, managing training, and training of trainers
- Describe how training fits into the broad context of organizational effectiveness
- Describe at least one systematic model of training
- Give feedback that uses behavior descriptions and personal impact statements to facilitate improvement
- Receive feedback non-defensively and use it to improve performance
- Use computer for needs assessment, visual aids, and evaluation
- Write objectives describing desired outcome of training
- Describe appropriate behavior for conducting training needs assessment (TNA)

Workshop Objectives
(Page 2)

- Describe appropriate behavior for designing, developing, and facilitating training (PDIT)
- Describe appropriate behavior for conducting training evaluations (ETE)
- Contract with an agency for the project portion of TNA, PDIT, and ETE
- Develop activities, materials, and timelines in an appropriate format for an instructor's manual
- Write a self-development plan that reflects awareness of training strengths and weakness and impact on others as a trainer
- Take appropriate responsibility in tasks and relationships
- Establish appropriate interdependent relationships with co-facilitators, trainees, and support staff
- Assess trainees according to their readiness to train others

Daily Schedule

Advanced Trainers Development Workshop

8:00 a.m.	Session 1
10:00 a.m.	Tea Break
10:15 a.m.	Session 2
12:15 p.m.	Tea Break
12:30 p.m.	Session 3
2:30 p.m.	Adjournment and Lunch

Day 1, Activity 4

Time: 10:15 a.m. - 11:00 p.m.

Activity: Groundrules

Objectives: Participants will be able to:

1. Lead a brainstorming exercise, using the appropriate processes, and
2. Describe the expected behavioural norms for the workshop.

Purposes:

1. To review the process of brainstorming
2. To contract for common norms for behaviour in the workshop, with participants taking ownership for the norms developed
3. To model a process for improving group dynamics

Methods:

1. Ask the group if anyone knows what "norms" are. (You may wish to write the word on the flipchart.) If someone does, ask him or her to share what they are.

   Explain that every group works with a set of norms for behaviour. Sometimes those norms are explicit (i.e., a sign that reads "No Smoking"). (Again, you may wish to write the new words on a flipchart.)

   Often, however, the norms are implicit. Everyone thinks that the norm is understood, but it may not be, or it may be interpreted differently by different people. When the norms are implicit rather than explicit, confusion may occur. Further, when a norm is interpreted in two different ways, disagreements may be seen as personal attacks rather than simply a different understanding of the norm.

   Therefore, in this workshop, the intent is to make the norms explicit whenever possible. (5 minutes)

2. The process to be used is brainstorming. Direct the participants to the appropriate pages of the participant's manual and review the process of brainstorming. (5 minutes)

3. Have each participant's write down two or three norms that they wish to have followed during the workshop. (5 minutes)

4. Conduct the brainstorm, following all steps as reviewed. (15 minutes)

5. Direct participants to the participant's manual page on which the sample groundrules are to be found. Modify this handout based on the brainstorming exercise. As one facilitator goes over the printed list, the second facilitator checks off the items on the flip-chart that have been included in the printed list. If an item in the printed list has not been included on the flipchart, participants will need to decide if they want to adopt that rule. (15 minutes)

6. Remind participants that the groundrules are open-ended. As issues arise, they should raise them to seek consensus in modifying the groundrules.

7. Remind participants that everyone is responsible for monitoring the application of the groundrules. (You may also wish to explain that this process of monitoring and providing feedback is called "process consultation" in the organization development field.)

8. Make the modifications in the groundrules as suggested by the group, duplicate, and distribute the next day, to replace the groundrules provided as a sample.

Preparation: Locate appropriate pages in participant's manual. Check to see that the overhead projector works and is properly focused, and that the lighting is appropriate.

Materials:
Flipchart Pads
Flipchart Pens
Overhead Transparency Appended

Instructor Notes:

Brainstorming Process

- All ideas are encouraged; the more, the better
- No judgment is to be made about any ideas when offered
- All ideas are written; no censoring
- When no new ideas, clarification is sought without discussion of item's value
- Same or similar items are consolidated
- Items are eliminated/included by consensus

Day 1, Activity 5

Time: 11:00 a.m. - Noon

Activity: Self-Assessments

Objectives: Participants will be able to:

1. Identify their self-perceived strengths and weaknesses in the areas of training, managing training, and training of trainers, using both competency and gap (discrepancy) analysis instruments.

Purposes:

1. To generate data for a needs analysis for the workshop
2. To model the use of instruments for needs analysis, including competency and gap (or discrepancy) analysis approaches
3. To provide data for participants to use in acquiring/reviewing computer skills in data analysis and graphic reports
4. To raise participant's awareness relative to their own strengths and weaknesses within the content area of the workshop

Methods:

1. Direct participants to the appropriate pages for the self-assessment instruments in the participant's manual. (5 minutes)

2. Have participants complete and turn in their self-assessments without conferring with other participants. Emphasize the importance of being honest, assuring respondents of complete anonymity.

   To provide anonymity, have the participants write a four-number code on the instruments so they can be returned to them when the group analysis is completed. They will want to compare their responses to the group responses when they are available. (45 minutes)

3. Ask participants who have some experience with computers to take a sheet of paper, write their name on it, and write the software they have used. After each software package, they should put a 1 if they feel competent to instruct on that package, a 2 if they feel competent to use but not train, and a 3 if they have some familiarity only. Put this scale on the flipchart. (10 minutes)

Preparation: Check appropriate pages in participant's manual.

Materials: Pens or pencils

Instructor Notes:

Day 1, Activity 6

Time: Noon - 12:15 p.m.; 12:30 - 1:30 p.m.

Activity: Organizational Change Models

Objectives: Participants will be able to:

1. Define organization development,
2. Describe the action research model with its stages,
3. Indicate how training fits within organization development, and
4. Describe the differences in problems that require training solutions, professional growth opportunities, and organizational change efforts.

Purposes:

1. To provide a context of organizational change in which training should be viewed
2. To provide participants with a process (action research model) that can be used for any change process, including training
3. To underscore the variety of solutions available when organizational change is required, so participants do not assume that training is the answer to all change needs

Methods:

1. Ask participants to define "organization development (OD)." Record their responses on flipcharts. If they do not have a definition at hand, have them explore what they think the term might mean, perhaps by looking at each word separately. (5 minutes)

2. Share some definitions with them (as provided in the participant's manual and on overheads). One of the problems with the OD field is that there has been no consensus on a definition, though the ASTD definition by Pat McLagan (1989) is the most recent attempt at consensus. Share also the characteristics of OD (Margulies & Raia, 1978). (5 minutes)

3. Using the articles in the participant's manual and the overhead (appended), briefly describe systems theory, and the concept of open, closed, open in, and open out systems as they apply to organizations. (5 minutes)

4. Describe the action research model. Use the visual model by McLean and Sullivan (1990) (in the participant's manual and on overhead), and the description of that model

by White and Wooten (1983) in participant's manual. Use an example of each stage from your personal experience in doing OD. (20 minutes)

5. Describe the OD Cube (Schmuck & Miles, 1976) (in participant's manual and on overhead). Highlight training as one of several interventions for change. Also, use the cube context to indicate the range of problems that training can address. (5 minutes)

6. Review what a case study is. Emphasize that they are not solving the problem.

   Direct the participants to the case, "Oil Industry Institute of Technolocy Carpentry Shop," in the participant's manual. Using the case, have them indicate what steps might be taken for each phase of the Action Research Model. Share responses in the large group. (30 minutes)

   Possible responses include:

   Entry

   Manan and the principal need to agree on the need for OD
   In-house OD person contacted, if there is one
   Outside OD person could initiate contact with Manan or the principal
   Manan could contact the OD person with the approval of the principal

   Contract

   Parameters need to be established: focus (department only or entire organization?), method, access (to people and to records), etc.
   Fees
   Timelines
   Guarantee of anonymity (Facilitator may want to distinguish here between anonymity--no names are shared--and confidentiality--no information is shared)

   Analysis

   Content: Workload
   Environment
   Relationships (formal and informal)

Policies
Procedures
Technique: Interviews
Surveys
Observation
Secondary Sources
Instruments
Data Analysis
Interpretation

Feedback

Orally in meeting and in written report to:
- Principal
- Manan
- Niaz
- Khan
- Other employees

Plan

Determine criteria for selection
Look at options/alternatives
Determine strategies

Implement

By organization or by consultant or in partnership, depending on:
- Diagnosis
- Feedback
- Organizational Response
- Skill Levels

Evaluation

Continuous feedback in meetings
Look at impact, e.g., productivity increases
Is problem still there?
Reaction of Khan, Niaz, Manan

Separation

Is problem still there?
- If yes, rediagnose
- If no, separate

Has a new problem emerged because of the intervention, i.e., recognizing systems theory?

6. Discuss the Human Resource Development model (on overhead) from Gilley and Eggland (1989) to distinguish among problems that require training solutions (individual development),

professional growth opportunities (career development), and organizational change efforts (organizational development). Each is described in the prose material included with the model in the participant's manual. (5 minutes)

Preparation: Make notes either below in "Instructor Notes" or next to each phase of the action research model of specific examples you want to share from your own OD practice for item 3 of "Methods."
Locate appropriate pages in participant's manual
Check to see that the overhead projector works and is properly focused, and that the lighting is appropriate.

Materials: Overhead projector
Overheads as appended

Instructor Notes:

Definition of OD

OD is an effort (1) planned, (2) organization-wide, and (3) managed from the top, to (4) increase organization effectiveness and health through (5) planned interventions in the organization's "processes," using behavioral-science knowledge.

Beckhard, 1969, p. 9.

Organization Development

Definition

Organization Development focuses on assuring healthy inter- and intra-unit relationships and helping groups initiate and manage change. Organization development's primary emphasis is on relationships and processes between and among individuals and groups. Its primary intervention is influence on the relationship of individuals and groups to effect an impact on the organization as a system.

McLagan, 1989, p. 7)

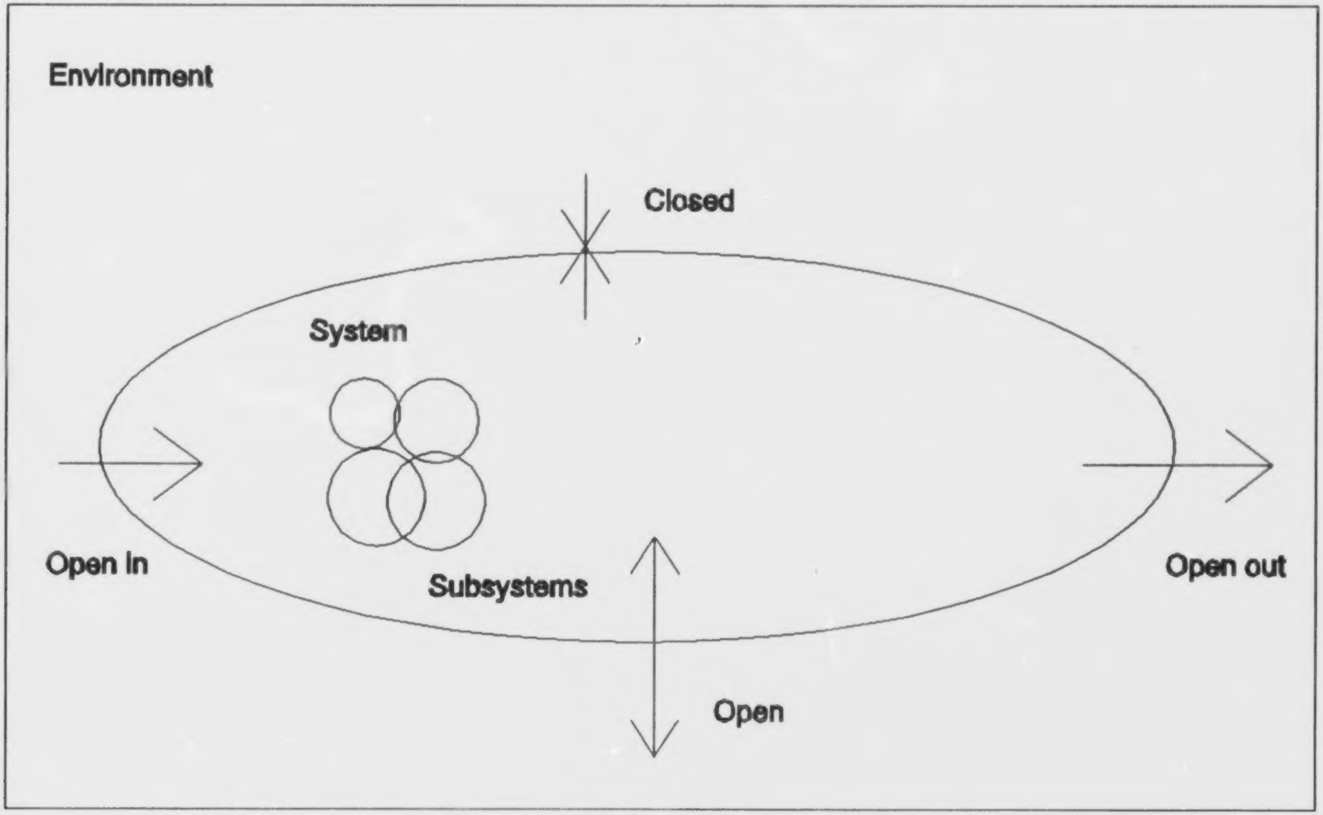
Characteristics of OD

Organization development (OD):

1. Involves a total organizational system
2. Views organizations from a systems approach
3. Is supported by top management
4. Employs third-party change agents
5. Is a planned effort
6. Uses behavioral science knowledge
7. Is intended to increase organizational competence and health
8. Is a relatively long term process
9. Is an ongoing process
10. Relies on experiential learning
11. Uses an action research model
12. Emphasizes goal setting and action planning
13. Focuses on changing the attitudes, behaviors, and performance of groups rather than individuals

Margulies & Raia, 1978

SYSTEMS THEORY


Environment
Closed
System
Open in
Subsystems
Open out
Open

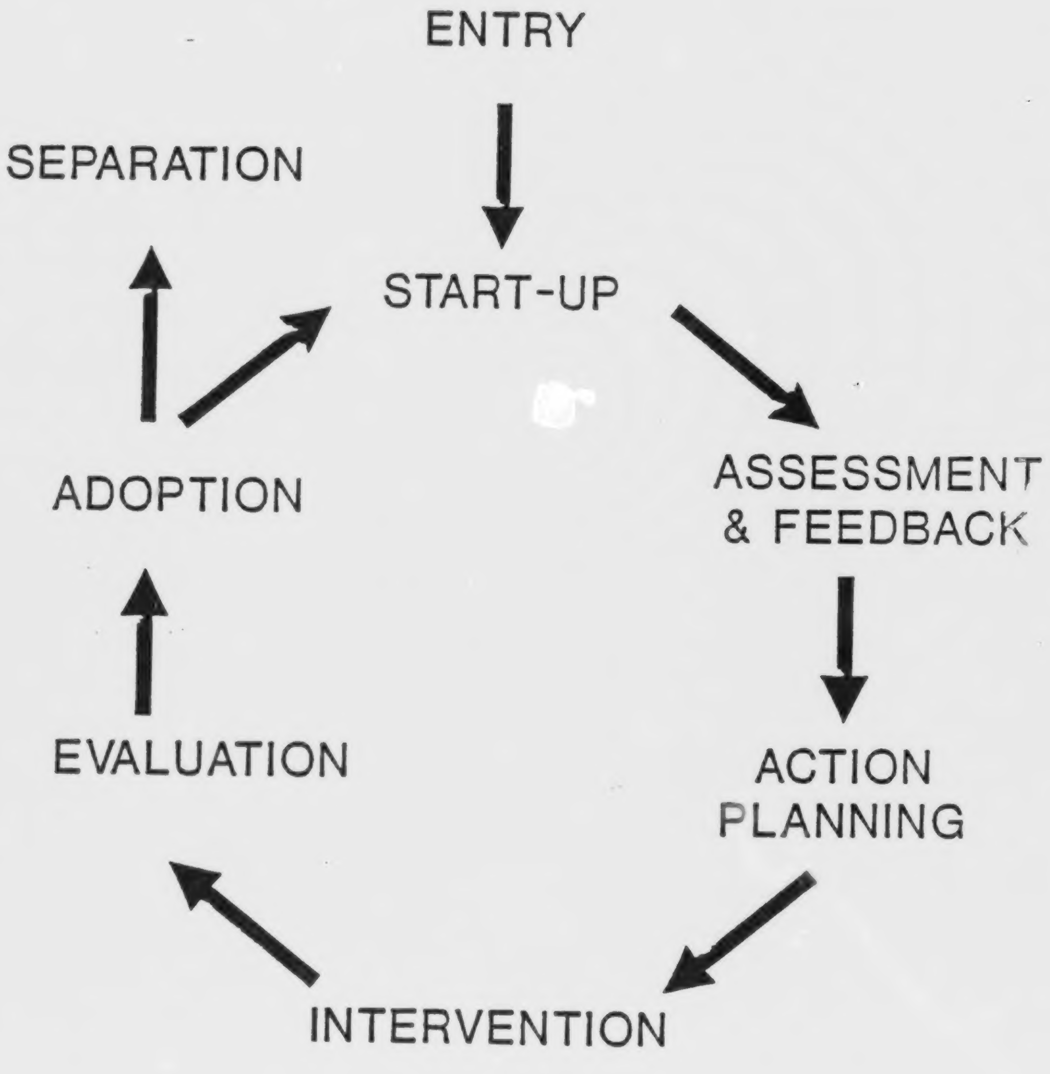
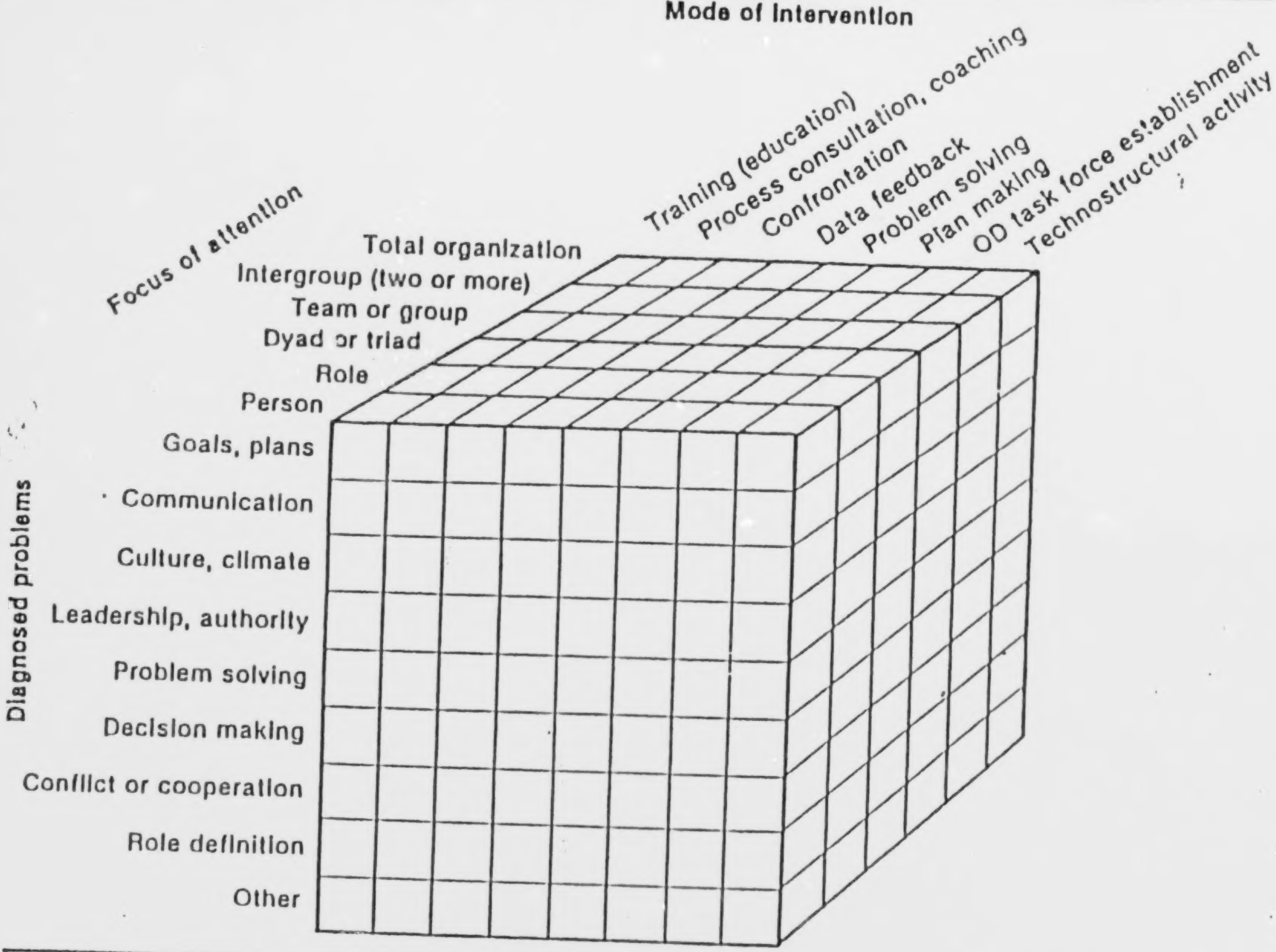

ENTRY
SEPARATION
START-UP
ASSESSMENT & FEEDBACK
ADOPTION
EVALUATION
ACTION PLANNING
INTERVENTION

Figure 1: ACTION RESEARCH MODEL

FROM: McLean, G.N., & Sullivan, R.L. (1990, in press). The essential competencies for internal and external organization development consultants. Organization Development Journal.

Scheme for ssifying OD Interventions


Mode of Intervention
Training (education)
Process consultation, coaching
Confrontation
Data feedback
Problem solving
Plan making
OD task force establishment
Technostructural activity
Focus of attention
Total organization
Intergroup (two or more)
Team or group
Dyad or triad
Role
Person
Diagnosed problems
Goals, plans
Communication
Culture, climate
Leadership, authority
Problem solving
Decision making
Conflict or cooperation
Role definition
Other

Source: Reprinted from Richard Schmuck and Matthew Miles (Eds.), *Organization Development in Schools.* San Diego, Ca: University Associates, 1976. Used with permission.

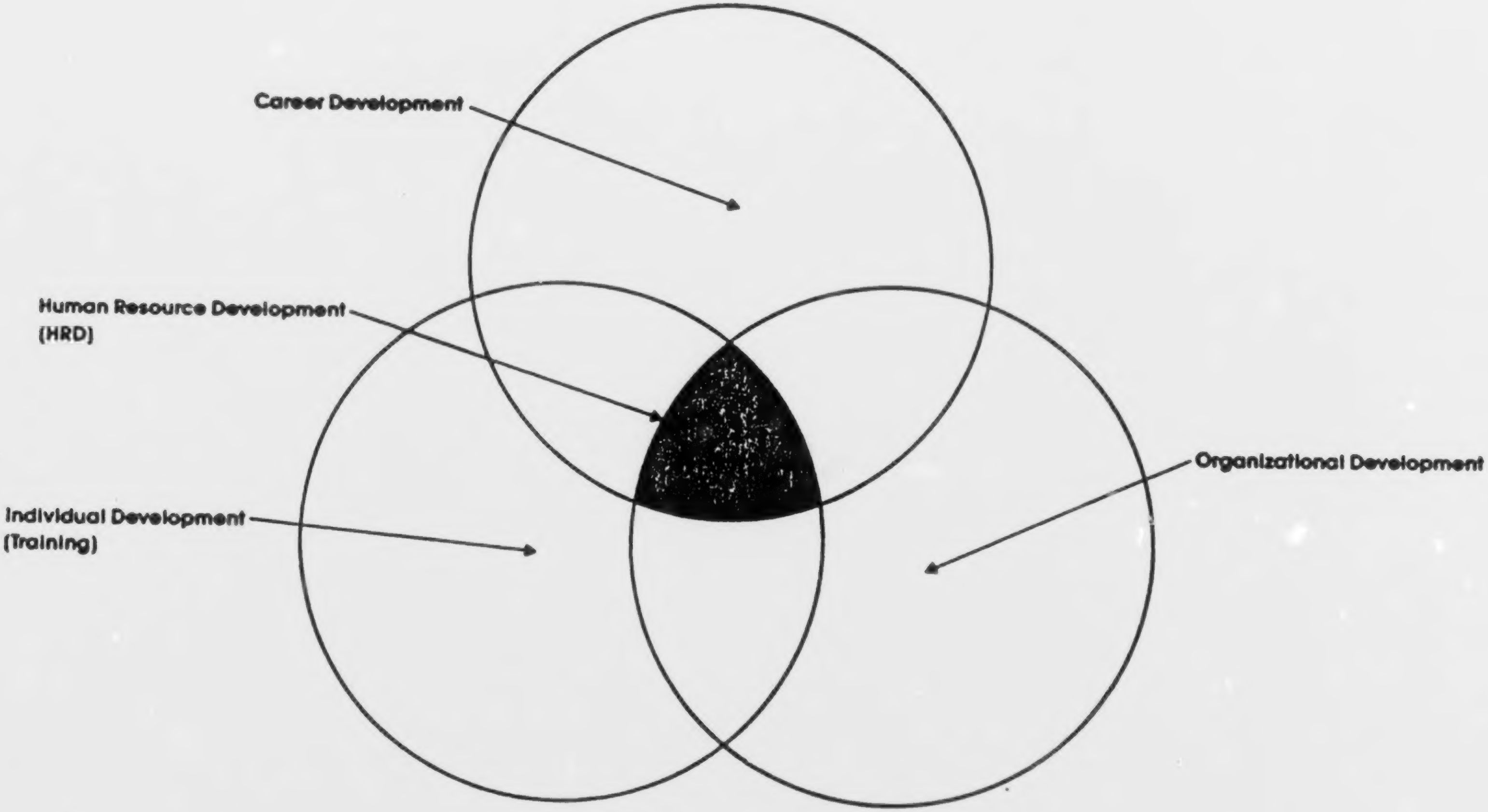

Career Development
Human Resource Development (HRD)
Organizational Development
Individual Development (Training)

Figure 1.5 Human Resource Development

Day 1, Activity 7

Time: 1:30 - 2:20 p.m.

Activity: Systematic Training Models

Objectives: Participants will be able to:

1. List and describe the phases of at least one systematic training model,
2. Describe their own preferred training style,
3. List the four primary approaches to training, and
4. Describe the main characteristics of each approach.

Purposes:

1. To provide a context in which each training module and activity in TNA, PDIT, and ETE can be viewed
2. To raise awareness of individual preferences for training style
3. To broaden participant's understanding of other approaches they will encounter in their training of trainers experiences
4. To model the usefulness of instruments in developing self-understanding

Methods:

1. Direct participants to systematic training models in participant's manual. Several are provided; you may not wish to present all of the models, but at least two should be presented in details. (Overheads are provided for each model.) (20 minutes)

   "The Training Spiral"
   Shewhart's PDCA (Plan-Do-Check-Act) Cycle
   "The Program Planning, Design, and Evaluation Process," Gilley & Eggland
   "Training Technology System," Swanson
   "The Critical Events Model," Nadler
   "Sequential Model of an Effective Training Process," Camp, Blanchard, & Huszczo

2. Direct participants to "Training Style Inventory," by R. Brostrom, in participant's manual. Participants are to complete the instrument. Emphasize that responses are to be rank ordered, with the most favored statement assigned a 4. (15 minutes)

3. Participants should then score their instrument, adding the numbers assigned to:
   A and E
   D and H
   B and F
   C and G

   The result rank orders their preference for training approach. The categories are as follows:

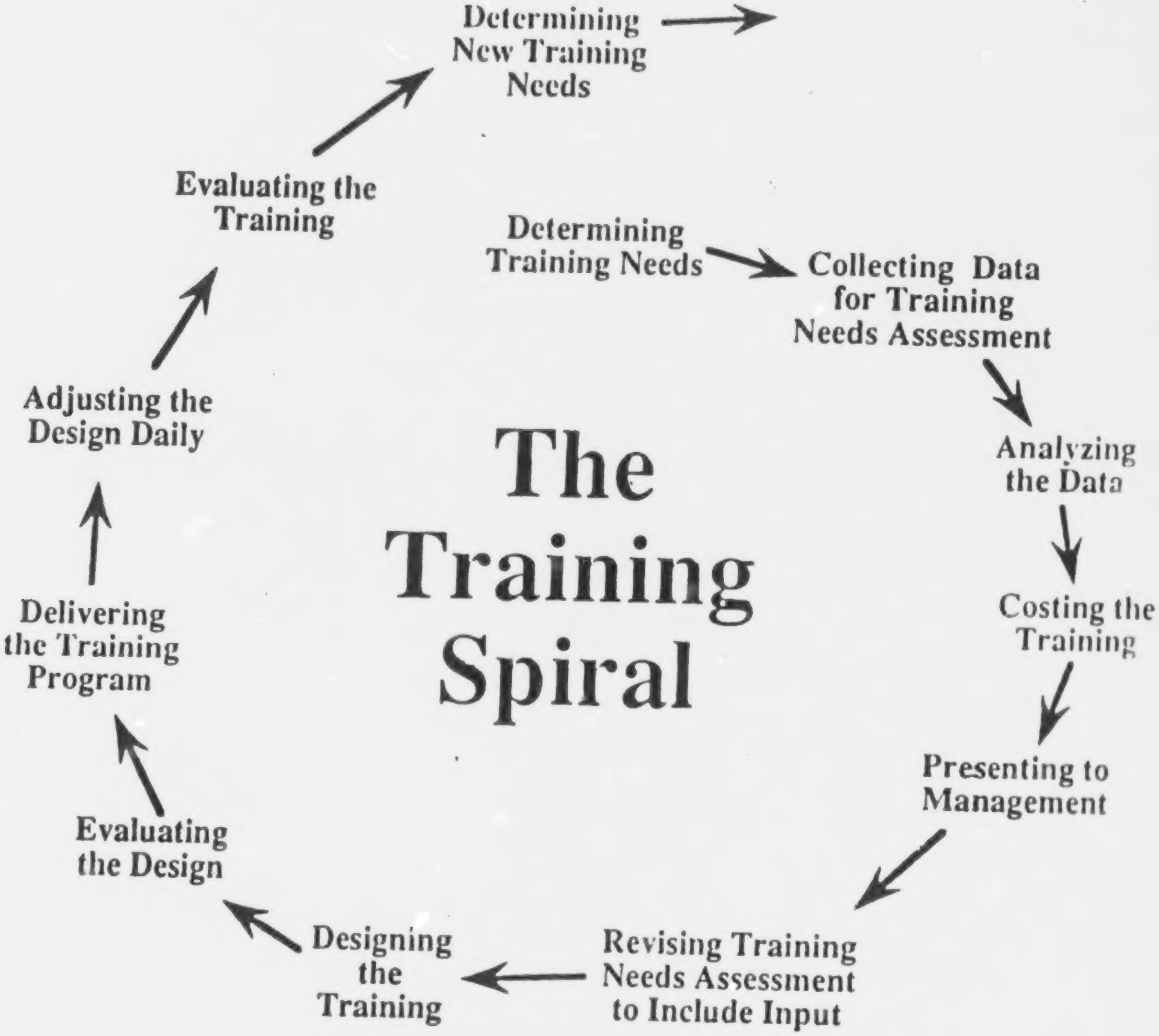
A and E	Behaviorist	
B and F	Structuralist	
C and G	Functionalist	
D and H	Humanist	(10 minutes)

4. Refer participants to "Philosophical Orientations to Training Style" in the participant's manual. Review with participants in light of their own training style preferences. If time allows, you might ask for reactions from participants regarding their own style. (5 minutes)

Preparation: Locate appropriate pages in participant's manual
Check to see that the overhead projector works and is properly focused, and that the lighting is appropriate.

Materials: Overhead projector
Overheads as appended

Instructor Notes:

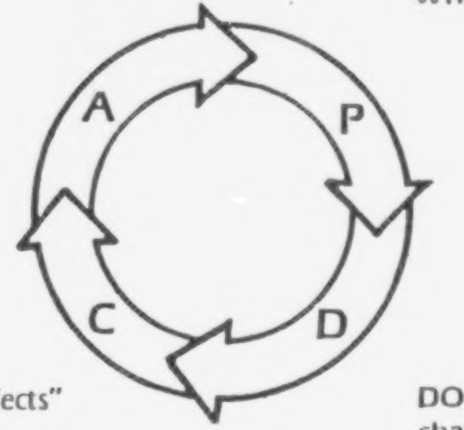

Determining Training Needs
Collecting Data for Training Needs Assessment
Analyzing the Data
Costing the Training
Presenting to Management
Revising Training Needs Assessment to Include Input
Designing the Training
Evaluating the Design
Delivering the Training Program
Adjusting the Design Daily
Evaluating the Training
Determining New Training Needs
The Training Spiral

CYCLES OF TRANSFORMATION EFFORTS

Though no hard and fast rules exist, there seems to be adequate testimony and experience to roughly describe the first "cycles of transformation" for a typical organization. We have chosen "cycles of transformation" as the descriptive phrase because transformation is an iterative process and the Shewhart cycle is an elegant model. Each iteration of the cycle includes:

ACT: Does the data confirm the "plan"? Are other "causes" operating? Are the "risks" of proceeding to further change necessary and worthwhile?

PLAN: What could be? What changes are needed? What obstacles need to be overcome? What are the most important results needed? etc. Are data available? What new information is needed?



CHECK: Measure and observe "effects" of change or test.

DO: Small scale implementation of change or test to provide data for answers.

The plan is then modified by conclusions/answers surfaced in the first cycle. This is then followed by continuous reiteration of all other steps, expanding knowledge and applying understanding, forever.

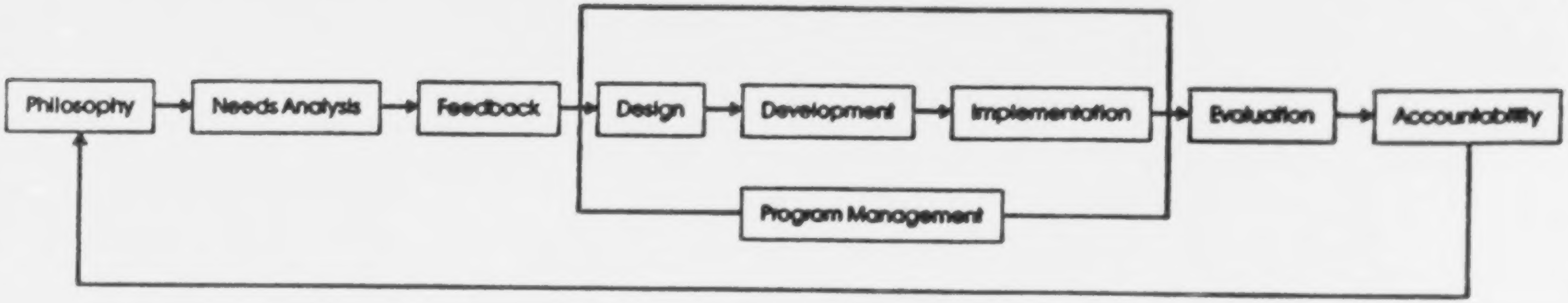
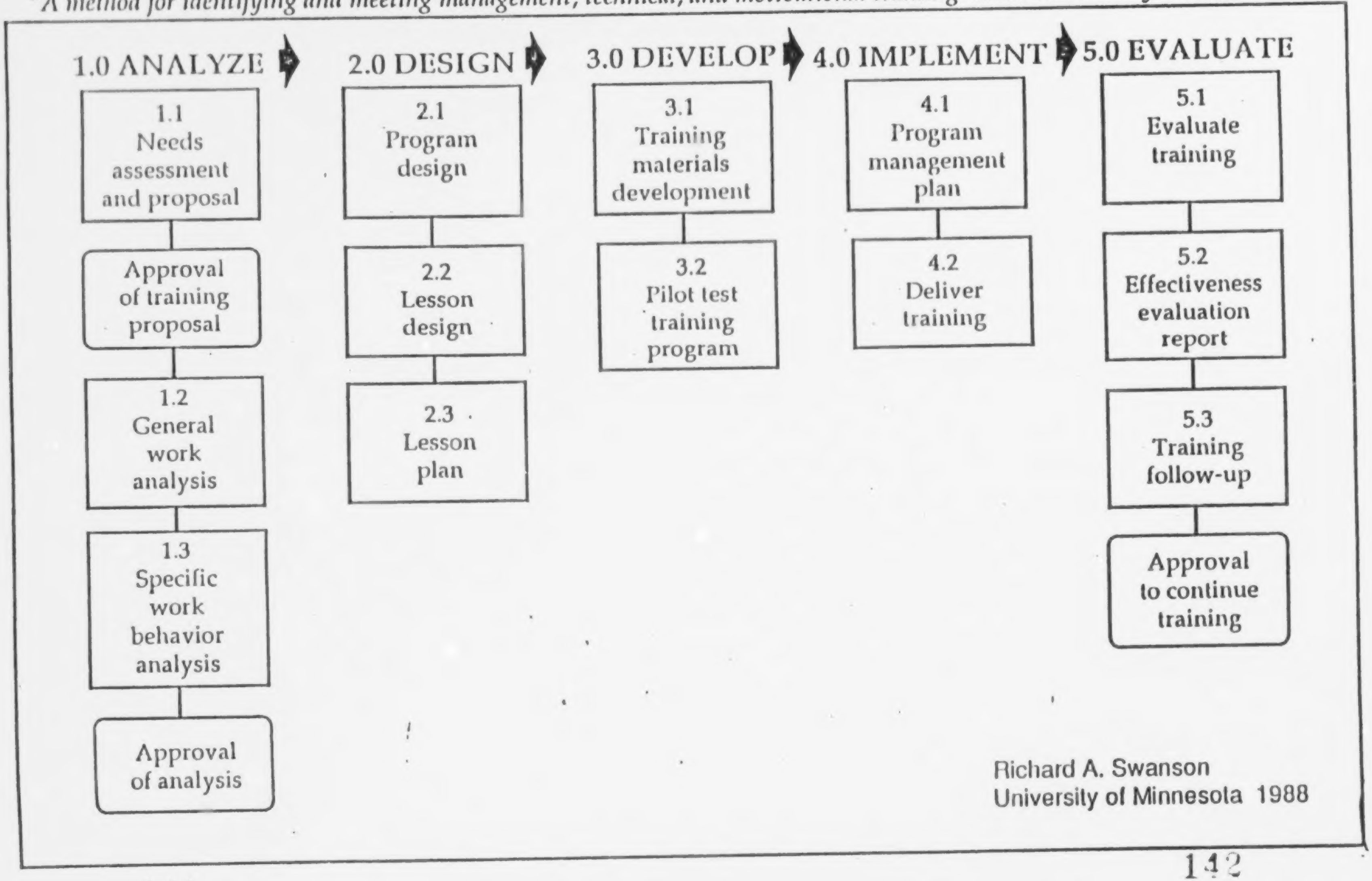

Philosophy
Needs Analysis
Feedback
Design
Development
Implementation
Evaluation
Accountability
Program Management

Figure 10.11 The program planning, design, and evaluation process

FROM: Gilley, J.W., & Eggland, S.A. (1989). Principles of human resource development. Reading, MA: Addison-Wesley, 239.

TRAINING TECHNOLOGY SYSTEM

"A method for identifying and meeting management, technical, and motivational training needs in industry and business"



1.0 ANALYZE
- 1.1 Needs assessment and proposal
- Approval of training proposal
- 1.2 General work analysis
- 1.3 Specific work behavior analysis
- Approval of analysis

2.0 DESIGN
- 2.1 Program design
- 2.2 Lesson design
- 2.3 Lesson plan

3.0 DEVELOP
- 3.1 Training materials development
- 3.2 Pilot test training program

4.0 IMPLEMENT
- 4.1 Program management plan
- 4.2 Deliver training

5.0 EVALUATE
- 5.1 Evaluate training
- 5.2 Effectiveness evaluation report
- 5.3 Training follow-up
- Approval to continue training

Richard A. Swanson
University of Minnesota 1988

THE CRITICAL EVENTS MODEL

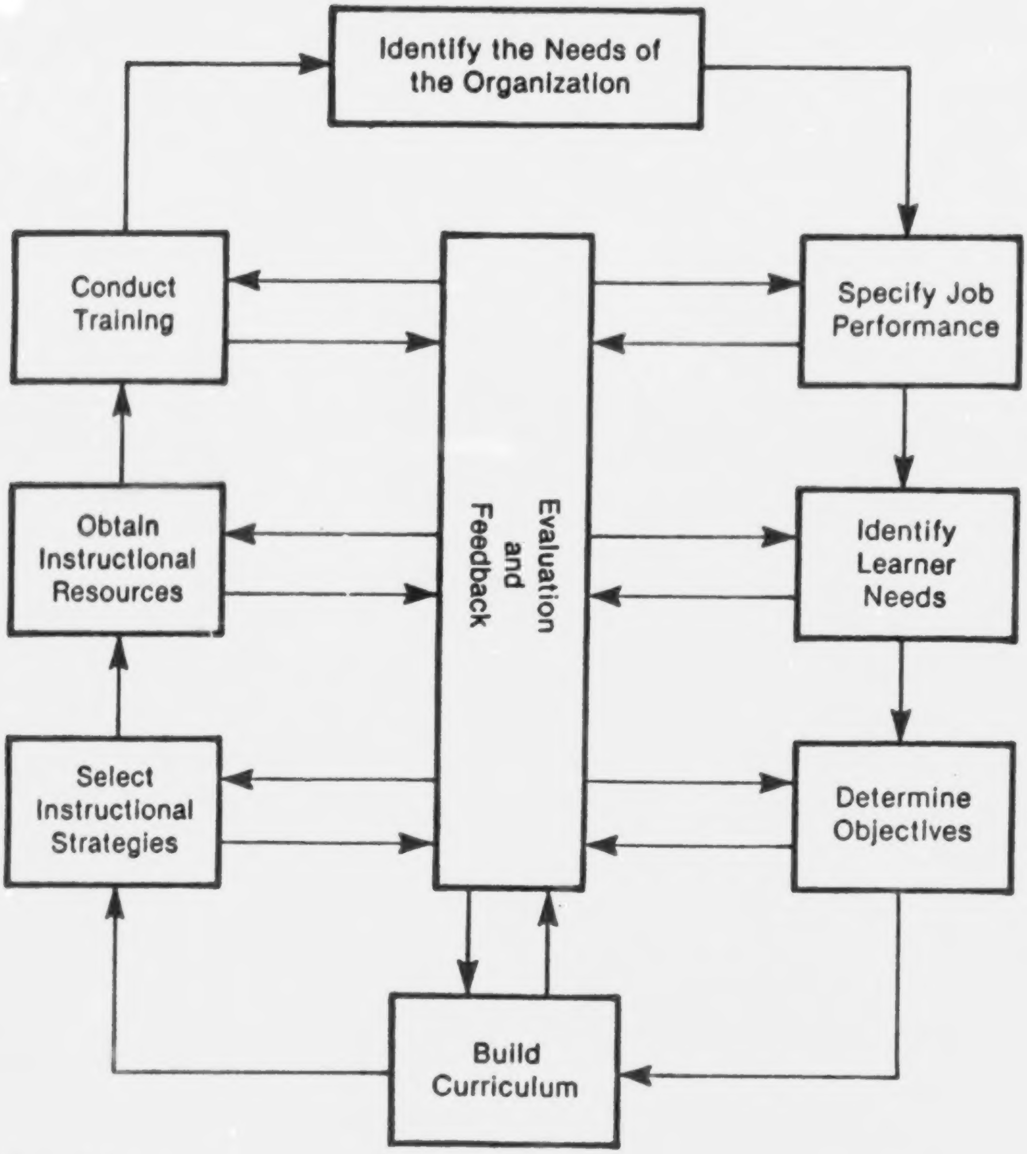

Identify the Needs of the Organization
Specify Job Performance
Identify Learner Needs
Determine Objectives
Build Curriculum
Select Instructional Strategies
Obtain Instructional Resources
Conduct Training
Evaluation and Feedback

Figure 1.2

FROM: Nadler, L. (1982). Designing training programs: The critical events model. Reading, MA: Addison-Wesley.

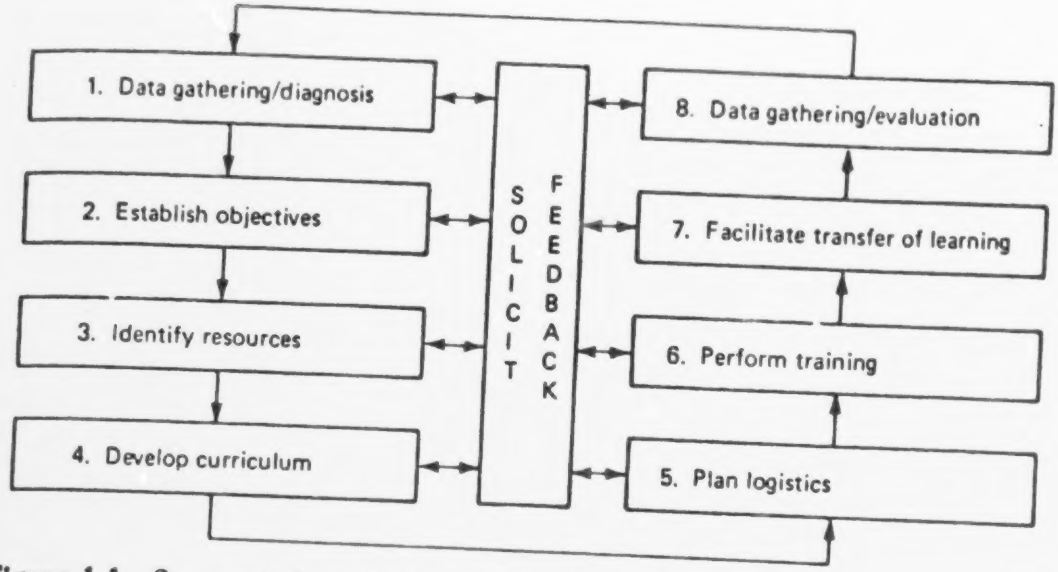

1. Data gathering/diagnosis
2. Establish objectives
3. Identify resources
4. Develop curriculum
SOLICIT
FEEDBACK
8. Data gathering/evaluation
7. Facilitate transfer of learning
6. Perform training
5. Plan logistics

Figure 1.1 Sequential model of an effective training process.

FROM: Camp, R.R., Blanchard, P.N., & Huszczo, G.E. (1986). Toward a more organizationally effective training strategy & practice. Englewood Cliffs, NJ: Reston.

Day 1, Activity 8

Time: 2:20 - 2:30 p.m.

Activity: Feedback to Facilitators

Objectives: Participants will be able to:

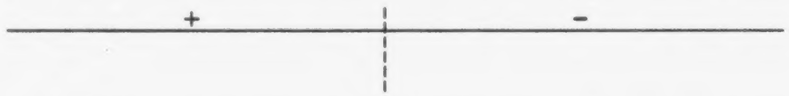
1. Use a force field analysis for evaluation,
2. Provide positive and negative feedback on workshop task, and
3. Provide positive and negative feedback on workshop process.

Purposes:

1. To model one type of evaluation process that provides temporal contiguity in feedback
2. To model receiving feedback as facilitators
3. To alter design to meet changing expectations and needs

Methods:

1. Prepare a flipchart as follows:



2. Have participants brainstorm feedback ideas to fit under both sides of the chart.

3. Provide opportunity for discussion about any of the items.

Preparation: Make revisions in schedule, format, etc., as deemed possible and useful, based on the feedback received.

Materials:

Flipchart
Marker
Masking Tape

Instructor Notes:

Day 1, Activity 9

Time: 2:30 p.m.

Activity: Group Picture

Purpose:
1. To provide each participant with a photograph of the ATDW group.

Methods:
1. AED staff explains the location and logistics for the group picture. (If AED staff is unavailable, the facilitators need to obtain this information.)

Preparation:
Be sure arrangements for photographer and appropriate setting are made by the AED staff prior to the workshop.
Ask AED staff to be present to announce location.
Notify students at the beginning of the day that a photograph will be taken.

Materials:

Instructor Notes:

Day 2, Activity 1

Time: 8:00 - 8:05 a.m.

Activity: Overview of Group Process

Objectives: Participants will be able to:

1. Identify three aspects of group process,
2. Identify five elements of facilitating and handling groups, and
3. Identify two elements for motivating groups.

Purposes:

1. To provide a context for the day's activities on group dynamics
2. To identify the components to be covered during the day's activities

Methods:

1. Share "Group Process" (in participant's manual and on overhead). (3 minutes)

2. Explain the framework of the day: (2 minutes)

   Session 1: Observing Group Dynamics
   Session 2: Exercise on Decision-Making
   Session 3: Dealing with Difficult Situations in Groups
   Session 4: Giving and Receiving Feedback

Preparation: Write the framework of the day on the flipchart on the second page, so the blank top page covers it until it is needed.
Locate appropriate pages in participant's manual.
Check to see that the overhead projector works and is properly focused, and that the lighting is appropriate.

Materials: Overhead as appended

Instructor Notes:

GROUP PROCESS

- I GROUP DYNAMICS
  - A. Characteristics of all groups
  - B. Team Building
  - C. Stages of Team Development
- II FACILITATING & HANDLING GROUPS
  - A. Group Needs
  - B. Climate
  - C. Guideline for Group Process
  - D. Group Responsibilities
  - E. Resistance & Discipline
  - F. Group Attitudes
- III MOTIVATION
  - A. Creating a Positive Climate
  - B. Strategies

Day 2, Activity 2

Time: 8:05 - 8:30 a.m.

Activity: Task vs. Process in Groups

Objectives: Participants will be able to:

1. Describe the function of task and process in group dynamics,
2. Identify task and process roles in a group, and
3. Lead a discussion on the topic.

Purposes:

1. To underscore the importance of both task and process in group dynamics
2. To identify the hidden aspects of group dynamics and their importance in the development of a group
3. To describe the variety of roles that exist within groups, even within an individual in a group
4. To model a discussion on group dynamics

Methods:

1. Refer participants to "Content and Process" (in participant's manual and on overhead). (1 minute)

2. Explain that every group operates at two levels: content (task) and process. The content level is the WHAT. What subject matter or task is the group working on? The process level is the HOW. How does the group go about working on its task? The process level tends to be non-verbal, unspoken, and implicit, while the content level tends to be verbal, spoken and more explicit.

   Use the overhead to show the metaphor of the "iceberg." Ninety per cent of the mass of the iceberg is under the surface of the water. Similarily, much of the life of a group is beneath the surface and requires skilled observation and sensitivity to perceive important dynamics.

   Therefore, successful group members and facilitators need to pay attention to both process and content. (5 minutes)

3. Ask participants to identify task elements which contribute to the effectiveness of the group (brainstorm). Facilitator records responses on flipchart. (4 minutes)

4. Ask participants to identify process elements which contribute to the effectiveness of the group (brainstorm). Facilitator records responses on flipchart. (4 minutes)

5. Review "Observing Group Process" charts (in participant's manual and on overhead). (3 minutes)

6. Have participants identify where each element identified in Methods 3 and 4 above fit in the "Observing Group Process" charts. (3 minutes)

7. Explain that different functions/roles are needed in a group depending on what the group is doing, the stage of the group's development, and the productivity level of the group. Show the Task/Process Continuum on the overhead (appended). Give examples of two types of group situations and ask where the groups would be on the Task/Process Continuum. (5 minutes)

   Example 1: A group working under tight time constraints where roles are clear. [more task, less process]

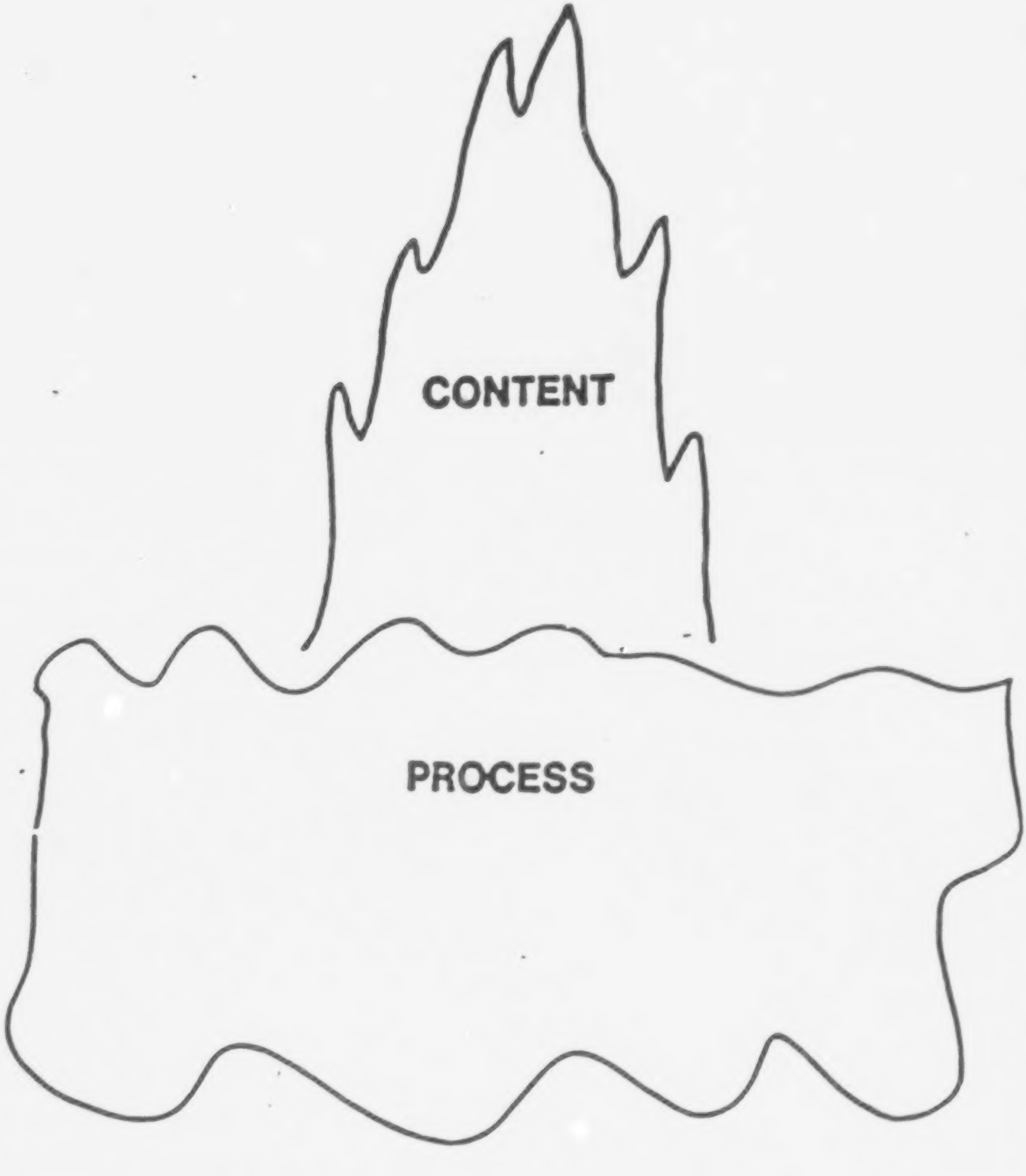
   Example 2: A group in conflict trying to create identity and build a sense of team. [less task, more process]

Preparation: Locate appropriate pages in participant's manual. Check to see that the overhead projector works and is properly focused, and that the lighting is appropriate.

Materials: Overhead projector
Overhead transparencies as appended

Instructor Notes:

CONTENT AND PROCESS


CONTENT
PROCESS

Exercise 10—Observing Group Process

Observation Format 7 (Intermediate) Group Task Needs

Instructions: Copy the chart below or create a larger version on your own. Enter the names of team members along the top. Enter checkmarks or comments in the appropriate boxes when you see one of the behaviors.

Initiating Gets a conversation going, keeps it going by defining problems, suggesting procedures, proposing tasks, stimulating ideas.					
Information or Opinion Seeking Drawing out relevant information, opinions, ideas, suggestions, or concerns from the group.					
Information or Opinion Giving Shares relevant information, opinions, beliefs, information, suggestions, and concerns.					
Clarifying and Elaborating Clears up confusion, gives examples, points out issues and alternatives, shares interpretations of what's been said.					
Summarizing Pulls together what's been said, organizes related ideas, restates suggestions, offers conclusions for the group to accept or reject.					
Terminating Moves the group towards decision or action (checking for consensus, agreement, or disagreement).					
Use of Data Presents data to back up statements, suggests what data to collect to verify opinions.					

Exercise 10—Observing Group Process

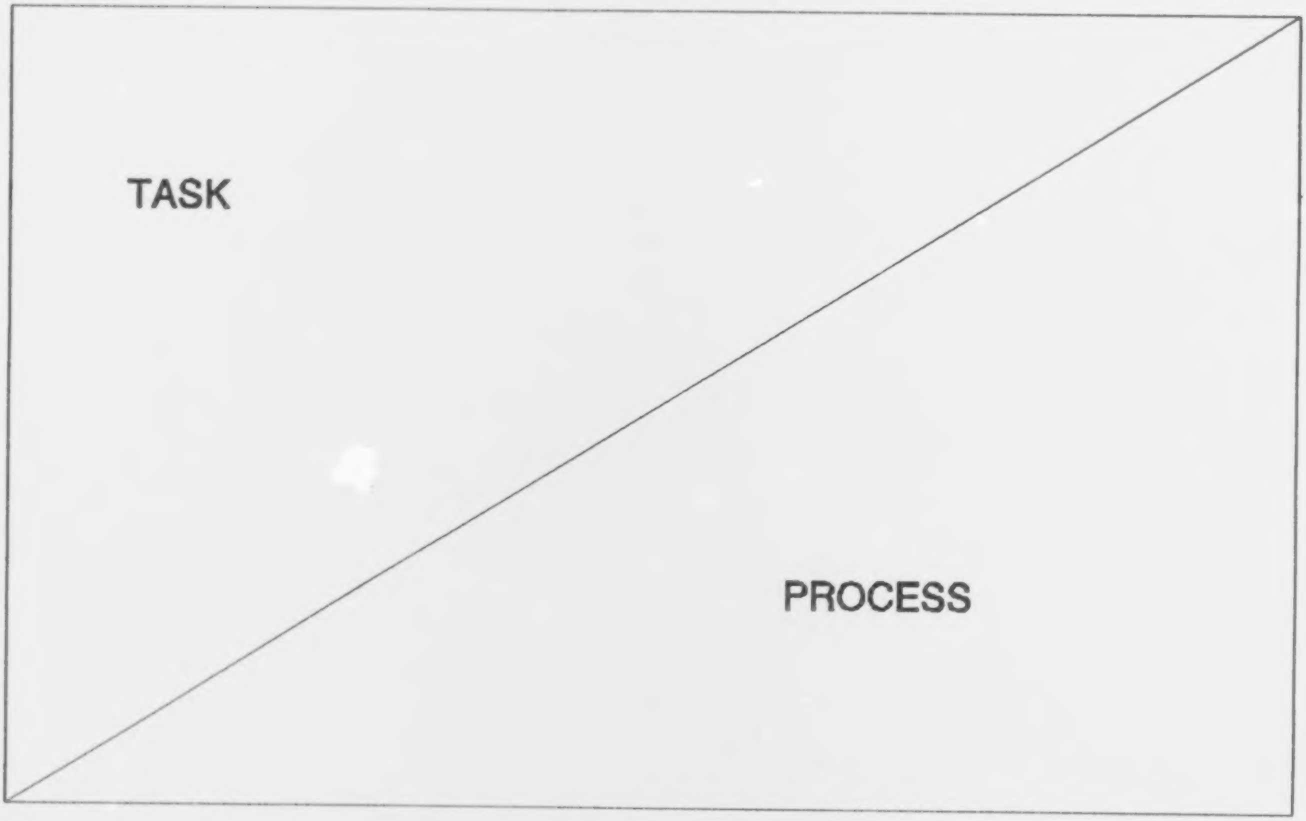
Observation Format 8 (Intermediate) Group Relations Needs

Instructions: Copy the chart below or create a larger version on your own. Enter the names of team members along the top. Enter checkmarks or comments in the appropriate boxes when you see one of the behaviors.

Encouraging Is friendly, warm, and responsive; uses eye contact and "uh-huhs."					
Approval/Acceptance Non-verbal or verbal approval of another member's participation.					
Group Sensitivity Senses and expresses group feelings and moods. Aware of significant shifts n tone.					
Harmonizing/Compromising Reduces tension, works out disagreements, admits error, changes propos- ls to help the group, looks for middle ground.					
ate-Keeping Helps to keep communication chan- els open, helps others to participate, rottles dominating speakers, encourages non-contributors.					
Sharing Feelings Sharing personal feelings with the team, tting others to express their feelings					

Chapter 7

Task - Process Continuum


TASK
PROCESS

Day 2, Activity 3

Time: 8:30 - 10:00 a.m.

Activity: Group Roles in Fishbowl

Objectives: Participants will be able to:

1. Identify the following task roles within a group fishbowl: Initiating, Information or Opinion Seeking, Information or Opinion Giving, Clarifying and Elaborating, Summarizing, Terminating, and Use of Data;
2. Identify the following process roles within a group fishbowl: Encouraging, Approval/Acceptance, Group Sensitivity, Harmonizing/Compromising, Gate-Keeping, and Sharing Feelings;
3. Identify characteristics of effective groups and teams;
4. Identify ways to create a positive climate within a group or team;
5. Describe the importance of individual participation on the quality of the group's or team's product; and
6. Describe their own roles within a group or team.

Purposes:

1. To increase observation skills of the particular behaviours which influence group dynamics in the areas of group task needs and group relationship needs
2. To help participants improve their own participation within groups
3. To model a process and exercises for the development of group dynamics

Methods:

1. Divide participants into two groups, A and B. (1 minute)

2. Step 1: Discussion 1 (12 minutes)

   Group A moves chairs into a circle in the center of the room with Group B moving chairs in a circle outside of Group A's circle in order to observe Group A. Move the flipchart so it is accessible to Group A. Have Group B participants fill in Group A's participants' names on the observation chart.

   Group A discusses: What are the elements/ characteristics of an effective team?

Group B observes task and process roles using charts in the participant's manual.

Step 2: Report on Observations (15 minutes)

Group B reports on its observations. Insure that the report is tied directly to behaviour and what the impact of that behaviour was on the group.

Step 3: Discussion 2 (12 minutes)

Groups A and B exchange seats. Group B discusses ways to create a positive climate on a team. Group A observes using the task and process roles charts in the participant's manual.

Step 4: Report on Observations (15 minutes)

Group A reports on its observations, as Group B did earlier.

3. Refer to "Elements for Effective Teams" for first fishbowl discussion, and "Climate," "Address Individual Needs," and "Guidelines for Group Process" for second fishbowl discussion (in participant's manual and on overhead). Modify lists created in the discussions in Method 2. (10 minutes)

4. Participants pair off and discuss the questions in the participant's manual. (15 minutes)

5. Report in large group on insights and learnings. (10 minutes)

Preparation: Prepare flipcharts: "TASK: Elements of effective teams" and "TASK: Ways to establish a positive climate in a group."
Check to see that chairs are movable. If not, arrange for a breakout room where such flexibility is present.
Locate appropriate pages in participant's manual.
Check to see that the overhead projector works and is properly focused, and that the lighting is appropriate.

Materials: Overheads as appended
Flipcharts
Markers

Instructor Notes:

ELEMENTS FOR EFFECTIVE TEAMS

- Clear group goal.
- High trust.
- Feelings expressed.
- Ability to work through conflict.
- Members' skills used.
- Democratic decisions.
- Tasks accomplished.

CLIMATE

1. Goals
    a. Support and respect.
    b. Commitment.

2. How to establish a positive climate.
    a. Ice breakers.
    b. Trainer actions.
    c. Trainer attitudes.
    d. Trainer language.

ADDRESS INDIVIDUAL NEEDS BY:

- Relating to people as individuals.
- Rewarding and praising.
- Encouraging and motivating.
- Providing independent work.
- Recognizing and using individual differences.

GUIDELINES FOR GROUP PROCESS

1. Five is an excellent number.
2. People need to be liked and respected.
3. Working with several people complicates matters.
4. Every group has a process.
5. The process is as important as the product.
6. Groups should strive for democratic process.
7. Process awareness is the key.
8. Have a timed agenda.
9. Goals and decisions need to be clear.
10. Conflict is OK and not to be avoided.
11. All rules taken casually.

Day 2, Activity 4

Time: 10:15 a.m. - 11:45 p.m.

Activity: Group Decision-Making

Objectives: Participants will be able to:

1. Describe the differences between observation and inference,
2. Define and describe the value of consensus decision-making,
3. Identify six forms of decision-making and the pros and cons of each, and
4. Identify participant's behaviours that facilitate consensus building.

Purposes:

1. To create an awareness of the benefits of consensus decision making
2. To model experiential learning
3. To illustrate the benefits and disadvantages of six different types of decision making in different situations

Methods:

1. Participants complete "Inference-Observation" exercise independently. (5 minutes)

2. Form participants into groups of about five. Have the group members discuss their answers to each question. A recorder should keep the group's answers. Individuals have the right to change their answers or not, as they choose. (15 minutes)

3. Individuals score their own and their group's responses, based on the number of correct responses. Use the overhead for the correct responses. If questions are raised about any answer, refer to the detailed explanation appended. (5 minutes)

4. Ask participants to indicate by a show of hands if their scores improved from their individual responses the first time to their scores after group discussion. You may also wish to ask how many scored less than their team score. (4 minutes)

5. Explain the definition of consensus using the overhead provided. (1 minute)

6. Small groups debrief exercise, answering the questions provided in the participant's manual. (15 minutes)

7. Individuals report in large group on learnings, insights, and questions. (10 minutes)

8. Elicit from participants forms of decision-making other than consensus--majority rule (voting), autocratic (one person makes the decision without regard to other perspectives), fate (toss a coin), averaging (take the average or most common response), and consultative (one person makes the decision, but consults others first).

   Assign one to two types of decision-making to each small group. Have the groups discuss the pros and cons of each and present the results back to the large group. (30 minutes)

9. Direct participants to the page in the participant's manual that shows the sample responses to the pros and cons of each. They can then compare their responses to the responses provided. (5 minutes)

Preparation: Check to see that chairs are movable. If not, arrange for a breakout room where such flexibility is present.
Locate appropriate pages in participant's manual.
Check to see that the overhead projector works and is properly focused, and that the lighting is appropriate.

Materials: Overhead projector
Overhead transparencies as appended
Flipchart
Markers

Instructor Notes:

Inference-observation Exercise

Answers

1. ?

2. ?

3. F

4. ?

5. ?

6. T

7. ?

8. ?

9. ?

10. ?

11. ?

12. ?

13. F

14. ?

15. ?

Definition of Consensus

CONSENSUS is the willingness of individual members of a group to support a group decision. While individuals may not be 100 percent in favour of a decision, they give up active opposition against the decision of the group.

Day 2, Activity 5

Time: 11:45 a.m. - 12:15 p.m.; 12:30 - 12:45 p.m.

Activity: Stages of Group Development

Objectives: Participants will be able to:

1. Identify the four stages of group development,
2. Identify facilitator interventions that help or hinder group development, and
3. Describe how the experiences of the participants with the group relate to the theory of group development.

Purposes:

1. To provide a framework for selection of activities and interventions in a group
2. To help participants apply theory to their personal experience
3. To expand range of choices in activities and anticipate consequences of those choices

Methods:

1. Review Tuckman's stages of group development (in participant's manual and on overhead), drawing examples of stages from the workshop to date. (15 minutes)

   Examples:

   How did the participants feel when they came the first day (i.e., forming)? What was the impact of the groundrules (norming)? Have the participants experienced any conflict with facilitators or participants' efforts at leadership (storming)?

2. Divide the participants into four groups, one group for each stage (form, storm, norm, perform). Each group brainstorms "do's" and "don't's" for facilitators which fit that stage. Responses are to be recorded on flipcharts. (15 minutes)

3. Each group reports back to the large group. (15 minutes)

Preparation: Prepare four flipcharts for use in the small group activity as follows:

Stage: ________

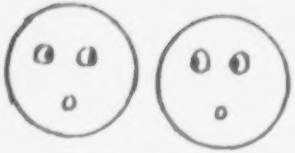
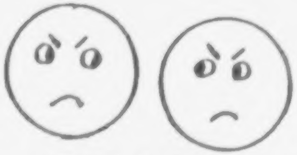
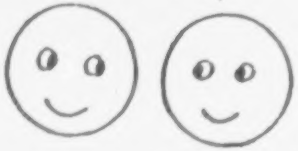
Do's	Don't's

Check to see that chairs are movable. If not, arrange for a breakout room where such flexibility is present.
Locate appropriate pages in participant's manual.
Check to see that the overhead projector works and is properly focused, and that the lighting is appropriate.

Materials: Overhead projector
Overhead transparencies as appended
Flipcharts (4) premarked
Markers (at least 4)
Masking Tape

Instructor Notes:

STAGES OF GROUP DEVELOPMENT

STAGE I	STAGE II	STAGE III	STAGE IV
Form	Storm	Norm	Perform

Day 2, Activity 6

Time: 12:45 - 2:20 p.m.

Activity: Dealing with Resistance

Objectives: Participants will be able to:

1. Describe differences between symptoms and underlying causes of group resistance,
2. Identify options for facilitators to use in dealing with difficult behaviours in groups, and
3. Model and practice role playing.

Purposes:

1. To review the process of training using role plays
2. To help the facilitator analyze and depersonalize group resistance
3. To expand range of options for facilitators in dealing with resistance

Methods:

1. Ask how many participants have experienced resistance from groups. Share experiences. (10 minutes).

2. Direct participants to pages in participant's manual headed "Indications of Resistance," "Causes of Resistance," "Avoiding Resistance," and "Overcoming Resistance." Review each briefly using overheads. (20 minutes)

3. Keep participants in same groups as in activity 5, and assign a scenario to each group (in participant's manual).

4. In small groups, brainstorm possible options for facilitator intervention, and identify the most and least desirable of the options. (10 minutes)

5. Each group should prepare a role play based on the most desirable way to deal with the situation. (15 minutes)

6. Each group will present its role play. (5 minutes each = 20 minutes)

7. The large group will provide feedback to each small group (5 minutes each = 20 minutes)

Preparation: Check to see that chairs are movable. If not, arrange for a breakout room where such flexibility is present.

Locate appropriate pages in participant's manual.
Check to see that the overhead projector works and is properly focused, and that the lighting is appropriate.

Materials: Overhead projector
Overhead transparencies as appended
Flipcharts (4) premarked
Markers (at least 4)

Instructor Notes:

INDICATIONS OF RESISTANCE

1. Excessive questioning
2. Numerous side conversations.
3. Minimum participation.
4. Questions aimed at trapping the instructor.
5. Participants who appear sleepy.
6. Refusal to participate.
7. Disruptive behavior.
8. Questions that challenge the relevance of the training or the ability of the instructor.

CAUSES OF RESISTANCE

1. Training has little relevance.
2. Participant is too busy at work.
3. Participant does not understand the training's relevancy.
4. Participant has an outside problem.
5. Participant has a problem with a supervisor or subordinate.
6. Participant has had negative training experiences.
7. Participant has a disruptive behavior characteristic.

AVOIDING RESISTANCE

1. Enforce rules fairly.
2. Be up to date with current practice.
3. Know the needs of the learners.
4. Feel secure in learner relationships.
5. Be sincerely interested in people and instruction.
6. Behave in a professional manner.
7. Use reason and good interpersonal relationships.

OVERCOMING RESISTANCE

1. Stay cool.
2. Decide whether to ignore it.
3. Look inward.
4. Consult.
5. Help learners get out of trouble.
6. Offer opportunities for learners to react.
7. Help learners “save face”.
8. Ask other members for help.
9. Don’t overreact.
10. Keep a sense of proportion.
11. Use humor.

12. Confront. Move toward trouble.
13. Censor the act, not the person.
14. Allow learners to cool off.
15. Ask them to leave.

Day 2, Activity 7

Time: 2:20 - 2:30 p.m.

Activity: Feedback to Facilitators

Objectives: Participants will be able to:

1. Use a force field analysis for evaluation,
2. Provide positive and negative feedback on workshop task, and
3. Provide positive and negative feedback on workshop process.

Purposes:

1. To model one type of evaluation process that provides temporal contiguity in feedback
2. To model receiving feedback as facilitators
3. To alter design to meet changing expectations and needs

Methods:

1. Prepare a flipchart as follows:

+	-

2. Have participants brainstorm feedback ideas to fit under both sides of the chart.

3. Provide opportunity for discussion about any of the items.

Preparation: Make revisions in schedule, format, etc., as deemed possible and useful, based on the feedback received.

Materials: Flipchart
Marker
Masking Tape

Instructor Notes:

Day 3, Activity 1

Time: 8:00 - 8:10 a.m.

Activity: Review of Computer Use

Objectives: Participants will be able to:

1. turn on the computer,
2. insert a floppy disk, and
3. access a software package resident on the hard disk.

Purposes:

1. To permit participants to use the computer for the software packages that will be used later in the workshop.
2. To use the computer safely and without damaging the software or hardware.

Methods:

1. Trainees should first check to insure that all plugs are properly connected and that all electrical outlet switches are turned on. (2 min.)

2. [Note: All remaining directions are based on the assumption that trainees are using IBM or IBM-compatible computers with a hard drive. If other types of computers are in use or if a hard drive is not available, the directions need to be modified to fit those computers.]

   Participants should be told where the power switch is on the computer; direct them to switch on the computer. Various things will flash on the monitor. Participants may be required to key in the date; they will be directed to do so on the screen. If they are asked to indicate the time, they should simply hit the return key. No further action is required of the participants until the monitor screen reveals C:\>. (1 min.)

3. Since participants will save their files on their own floppy disks, participants should next be shown how to insert a disk into the computer. This will usually be Drive A, but this may vary depending on the type of computer in use, the number of floppy disk drives, and the size of the disk in use.

   Some safety tips should be presented:

   o avoid using liquids while handling floppy disks

- do not touch the parts of the disk that are revealed through the envelope containing the disk
- do not leave the disk in an area that is in direct sunlight or that is in a contained area with high heat

Participants should affix a label to their disks and put their names on the label. They will use this disk throughout the workshop. They should then insert the disk into the drive and close the switch over the disk drive to hold the disk in place. (2 min.)

The participants are then ready to proceed with the specific software applications.

Preparations: Before the session begins, there are many things that the instructor needs to do. Each computer should be checked to see that it is operating correctly. The software packages that are going to be used in the workshop (WordPerfect, Harvard Graphics, People Facts, or alternatives) need to be loaded on the hard disk.

Materials:
Computers, preferably no fewer than 1 per 3 participants
At least one floppy disk with label for each team
Flipchart Pads
Flipchart Pens

Instructor Notes:

Day 3, Activity 2

Time: 8:10 - 10:00 a.m.

Activity: Enter Data from Self-Assessment on PeopleFacts

Objectives: Participants will be able to:

1. use PeopleFacts software to compute average responses for each question on the needs assessment instrument(s),
2. display the resulting averages in useable report format,
3. describe the other functions that can be performed by PeopleFacts, and
4. use a job aid to learn a new technology.

Purposes:

1. To be able to use a simple software package for computing average responses on a questionnaire.
2. To extend the number of computer applications with which participants are familiar.

Methods:

1. Divide the participants into groups of three, with one participant in each group having some familiarity with computers. (5 minutes)

2. Teams follow the job aid on PeopleFacts provided in the participant manual. (45 minutes)

3. Each team is given an equal number of questions from the needs assessment instruments completed on the first day. They are to enter the data using PeopleFacts to determine the average for each question in the section assigned. Results are to be turned in before the break. (1 hour)

Preparation: Be sure you are comfortable with using PeopleFacts so you can answer any participant questions.
PeopleFacts needs to be loaded on the computer.

Materials:

Instructor Notes:

Day 3, Activity 3

Time: 10:15 a.m. - 12:15 p.m.

Activity: Prepare Bar Charts for Self Assessment

Objectives: Participants will be able to:

1. prepare bar charts on Harvard Graphics using self assessment data,
2. (optionally) prepare line charts using the same data, and
3. use a job aid to learn a new technology.

Purposes:

1. To be able to produce a professional chart for giving feedback to a client or to participants.
2. To extend the number of applications participants know for Harvard Graphics and computer use.

Methods:

1. From the previous activity participants will have the average scores for the workshop for the needs assessment instrument(s) used.

2. Participants are to follow the job aid included in the participant manual to present the results of the needs assessment in bar chart format.

Preparation: Be sure you are comfortable with the process of producing bar charts using Harvard Graphics so you can answer any participant questions.
Participants must have completed the previous activity so they have the average scores for each question available.
Harvard Graphics needs to be loaded on the computer.

Materials:

Instructor Notes:

Day 3, Activity 4

Time: 12:30 - 2:20 p.m.

Activity: Write ATDW Objectives Based on Self-Assessment Results

Objectives: Participants will be able to:

1. **Describe characteristics of behavioral objectives,**
2. **Describe basic steps for writing behavioral objectives,**
3. Write two behavioral objectives, specifying performance, conditions, and criteria, given the results of the group's needs assessments, and
4. Critique objectives according to the established criteria.

Purposes:

1. To identify participants' skill level in writing objectives
2. To increase participants' ownership in ATDW design
3. To make a linkage between the results of needs assessments and objectives
4. To model a process for writing behavioral objectives

Methods:

1. Divide participants into three groups. Each separate group will develop objectives based on the results of one of the three needs assessment tools. (10 minutes)

2. Review steps in writing behavioral objectives. Refer participants to "Steps to Follow in Writing Objectives" in participant's manual and follow those steps. (30 minutes)

3. Each group writes two behavioral objectives (given the results of the needs assessment) and writes the objectives on flipchart paper. (30 minutes)

4. Participants walk around the room using post-it notes to critique the behavioral objectives. (15 minutes)

5. The group meets again and refines the behavioral objectives based on feedback received. (25 minutes)

Preparation: Check to see that chairs are movable. If not, arrange for a breakout room where such flexibility is present.
Locate appropriate pages in participant's manual.
Duplicate results of the needs assessments (from Day 3, Activities 2 and 3)

Materials:
Flipchart Pads
Nonpermanent Markers (at least 1 per pair)
Masking Tape

Instructor Notes:

Day 3, Activity 5

Time: 2:20 - 2:30 p.m.

Activity: Feedback to Facilitators

Objectives: Participants will be able to:

1. Use a force field analysis for evaluation,
2. Provide positive and negative feedback on workshop task, and
3. Provide positive and negative feedback on workshop process.

Purposes:

1. To model one type of evaluation process that provides temporal contiguity in feedback
2. To model receiving feedback as facilitators
3. To alter design to meet changing expectations and needs

Methods:

1. Prepare a flipchart as follows:

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2. Have participants brainstorm feedback ideas to fit under both sides of the chart.

3. Provide opportunity for discussion about any of the items.

Preparation: Make revisions in schedule, format, etc., as deemed possible and useful, based on the feedback received.

Materials: Flipchart
Marker
Masking Tape

Instructor Notes:

Day 4, Activity 1

Time: 8:00 - 9:30 a.m.

Activity: Review and Revise ATDW Design Based on Self-Assessment and Objectives

Objectives: Participants will be able to:

1. critique ATDW design based on their own learning objectives, and
2. suggest changes to design.

Purposes:

1. Understand the framework and rationale of the design
2. Take ownership of the design by improving it to meet their own needs

Methods:

1. In pairs, ask participants to review the ATDW objectives and identify how their own objectives fit with these (20 min.)

2. Ask for feedback from participants regarding how well their personal objectives match ATDW objectives. (15 min.)

3. Ask participants to meet in same pairs to review the Training Design for ATDW and to identify how their objective will be met through the Training Design. (20 min.)

4. Ask pairs to suggest alternatives to the Training Design. (15 min.)

5. Facilitate a discussion of the design and input from participants using flipchart. (20 min.)

Preparation: Identify page number of objectives and schedule.

Materials:
Participant's Manual
Flipchart Pads
Flipchart Pens

Instructor Notes: It is important to be very clear about what is possible to change. Some of our participants were only interested in one module (TNA, PDIT, ETE), and wanted us to change the overall design. This was not possible to do since AED needed people to be trained in all three areas.

Day 4, Activity 2

Time: 9:30 - 10:00 a.m.; 10:15 - 11:30 a.m.

Activity: Giving and Receiving Feedback

Objectives: Participants will be able to:

1. give feedback according to the "Principles of Constructive Feedback,"
2. receive feedback according to the "Principles of Constructive Feedback,"
3. define "constructive feedback," "positive feedback," and "negative feedback," and
4. describe the value of constructive feedback.

Purposes:

1. To increase participants' comfort in giving and receiving feedback in preparation for the feedback activities throughout the remainder of the workshop and for the training of trainer workshop participants will facilitate as a follow-up to ATDW
2. To establish a norm for the importance of facilitator's own learning and growth
3. To model appropriate ways to give and receive feedback

Methods:

1. Ask participants for their definitions of: constructive feedback, positive feedback, and negative feedback. (This should be review for all participants.) (Refer to participant's manual for definitions.) (5 min.)

2. Review "The Art of Feedback Principles" (using overheads appended) and the "sandwich approach" (in participant's manual). Brainstorm the advantages and disadvantages of using the sandwich approach. (20 min.)

   Possible responses include:

   Advantages

   Easy to remember
   Positive outweighs the negative
   Sender feels better about the negative message

   Disadvantages

   Artificial
   If recipient also knows the sandwich approach, it does not feel genuine

May not be possible to come up with twice as many positive comments as negative
May feel manipulative to recipient

3. Divide the group into small groups of three each. If numbers are sufficient, have the groups from Activity 6 subdivide into smaller groups. Participants within each group identify themselves as A, B, and C. (10 min.)

4. Participants should prepare worksheet, "The Art of Feedback: Guidelines for Feedback on Peer Behavior" (in participants' manual) for the person for whom they are to give feedback. A will fill out the worksheet for B, B for C, and C for A. (15 min.)

5. Participants are assigned roles: A gives feedback to B while C observes. C gives feedback to A adhering to the principles on giving feedback and to B adhering to the principles on receiving feedback. (5 minutes to give directions)

   This cycle is then repeated for two more cycles (i.e., B gives feedback to C while A observes, and so on). (8 min. to give feedback, 8 min. to receive feedback x 3 individuals in group = 48 min. plus time to rotate 1 min. x 2 = 2 min. Total of 50 min.)

Preparation: Identify the number of participants to determine the needed configuration for subgrouping in triads. If triads do not work out evenly, use pairs. The pair will have to "wear a different hat" in the role of observing their own behavior. They will give observations of themselves and the other person during the observation rounds.
Check to see that chairs are movable. If not, arrange for a breakout room where such flexibility is present.
Locate appropriate pages in participant's manual.
Check to see that the overhead projector works and is properly focused, and that the lighting is appropriate.

Materials: Overhead Projector
Overhead Transparencies Appended

Instructor Notes:

Principles of Giving Feedback

1. Be sure that your intention is to be helpful.
2. Check to see whether the person is open to receiving feedback.
3. Deal only with behavior that can be changed.
4. Deal with specific behavior, not generalities.
5. Describe the behavior; do not evaluate it.
6. Let the recipient know the impact that the behavior has on you.
7. Use an "I" statement to accept responsibility for your own perceptions and emotions.
8. Check that the recipient understood your message as you intended it.
9. Encourage the recipient to check the feedback with other people.

Principles of Receiving Feedback

1. Be specific in describing the behavior about which you want feedback.
2. Try not to act defensively or rationalize the behavior.
3. Summarize your understanding of the feedback that you receive.
4. Share your thoughts and feelings about the feedback.

Day 4, Activity 3

Time: 11:30 a.m. - 12:15 p.m.

Activity: Co-Facilitator Selection

Objectives: Participants will be able to:

1. identify their own strengths as a co-facilitator,
2. describe types of co-facilitation, with the advantages and disadvantages of each,
3. identify skills which compliment their own skills in co-facilitation, and
4. select a co-facilitator to work with during TNA.

Purposes:

1. To increase comfort in identifying personal needs and strengths in training.
2. To prepare for co-facilitation in TNA.

Methods:

1. Explain that tomorrow participants will begin preparing modules in TNA to present to the class and they will be working in pairs. (5 min.)

2. Use handbook in participant's manual to describe the various approaches to co-facilitation, and the advantages and disadvantages of each. (5 min.)

3. On flipchart, list the following:

   TNA Content ______
   Designing TNA Activity ______
   Writing Instructor's Manual ______
   Presentation ______
   Facilitation of Group ______

   Ask participants to rate themselves Low, Medium, High on each of the dimensions. (5 min.)

4. Ask participants to identify one strength area they would like from a co-trainer which would complement their own skill level. (2 min.)

5. Ask participants to mill around room looking for a match by sharing strength areas and skills which complement. (8 min.)

6. Select a co-facilitator. Encourage them to state their preferences and to negotiate rather than taking the first person who asks. (5 min.)

7. Discuss with their partner how they might work together effectively. (15 min.)

Preparation: Write the list on flipchart.

Materials:
Flipchart Pads
Flipchart Pens
Participant's Manuals

Instructor Notes: Participants will want to take the first partner who comes along or ignore their criteria altogether. Encourage them to mill around and exchange information first. After 8 minutes, then they should make their selection and negotiate.

Day 4, Activity 4

Time: 12:30 - 2:20 p.m.

Activity: Harvard Graphics for Overheads and WordPerfect

Objectives: Participants will be able to:

1. use Harvard Graphics to produce an overhead transparency,
2. use WordPerfect to produce simply prose using a word processing software package, and
3. follow a job aid in learning a new technology.

Purposes:

1. To model use of a job aid in training
2. To increase exposure to technology suitable for training
3. To increase "hands on" experience with computers
4. To develop essential competencies for trainers in word processing and graphics for overhead transparencies

Methods:

1. Pair people up according to the number of computers available. Select pairs so that one person who has had computer experience is paired with one who is inexperienced. (5 minutes)

2. Direct participants to the job aid: "Using Harvard Graphics to Produce Training Presentations." (45 minutes)

3. Direct participants to the job aid: "Directions for Using WordPerfect as a Word Processor." (60 minutes)

4. Be available to help participants and answer questions as they use Harvard Graphics to prepare an overhead transparency of the behavioural objectives and WordPerfect to accomplish the task specified in the job aid.

Preparation: Be sure computer room is set up and ready.
Identify page number for job aids in Participant's Manual.

Materials: Participant's Manual
Harvard Graphics and WordPerfect Software (enough for each computer)
Computers, preferably no fewer than one per three participants
At least one floppy disk with label for each team

Instructor Notes:

Day 4, Activity 5

Time: 2:20 - 2:30 p.m.

Activity: Feedback to Facilitators

Objectives: Participants will be able to:

1. Use a force field analysis for evaluation,
2. Provide positive and negative feedback on workshop task, and
3. Provide positive and negative feedback on workshop process.

Purposes:

1. To model one type of evaluation process that provides temporal contiguity in feedback
2. To model receiving feedback as facilitators
3. To alter design to meet changing expectations and needs

Methods:

1. Prepare a flipchart as follows:

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2. Have participants brainstorm feedback ideas to fit under both sides of the chart.

3. Provide opportunity for discussion about any of the items.

4. Direct participants to "Reaction Formative Feedback" sheets in manual. Have them complete and hand in.

Preparation: Make revisions in schedule, format, etc., as deemed possible and useful, based on the feedback received.

Materials:
Flipchart
Marker
Masking Tape

Instructor Notes:

Day 5, Activity 1

Time: 8:00 - 10:00 a.m.; 10:15 a.m. - 12:15 p.m.

Activity: Review TNA Content/Participant's Manual

Objectives: Participants will be able to:

1. identify their strengths and weaknesses in TNA,
2. describe ten tools used for TNA, and
3. describe the meaning of the TNA objectives.

Purposes:

1. To understand overview of TNA
2. To review content of TNA
3. To help the trainer identify the knowledge level of the group

Methods:

1. Hand out TNA Participant's Manual. (5 min.)
2. Ask participants to review the material by quickly scanning the general content of the material and make a note of those areas that are unfamiliar to them. (30 min).
3. Review each of the entries in the manual. For each entry, ask participants to raise their hands if this is new material for them. Ask key questions so that content is summarized. (3 hrs.)
4. Co-trainers meet, review TNA material and discuss their preferences for selection of a TNA topic. (25 min.)

Preparation: Identify key questions to ask on each of the entries.
Become familiar with Participant's Manual and select a variety of activities to present to the class.

Materials: TNA Participant's Manual

Instructor Notes:

Day 5, Activity 2 - Day 6

Time: 12:30 - 2:20 p.m.; Day 6: 8:00 a.m. - 2:20 p.m.

Activity: Revise TNA Instructor's Manual

Objectives: Participants will be able to:

1. identify the criteria for a good Instructor's Manual, and
2. write a module which includes Time, Activity, Objectives, Purposes, Methods, Preparation, Materials and Instructor Notes for the TNA Instructor's Manual.

Purposes:

1. To increase awareness of how to write an effective Instructor's Manual
2. To appreciate the effort and thoroughness needed in writing a good Instructor's Manual
3. To continually improve TNA modules

Methods:

1. Ask participants what their experience has been in the use of an Instructor's Manual. Ask participants to think about what was helpful and what was not helpful. List on flipchart. (15 min.)

2. Brainstorm characteristics of a good Instructor's Manual. (10 min.)

3. Build on those ideas and discuss the importance of the Instructor's Manual. (10 min.)

4. Hand out sample pages from the TNA Instructor's Manual and compare the discussion with the manual. (20 min.)

5. Remind people of the STRIPE process in designing activities. (10 min.)

6. Assign sections of the Instructor's Manual for revisions. (10 min.)

7. Hand out manuals; pairs work on revising manual. (5 hrs. 25 min.)

8. Pairs hand in work and receive feedback from Instructor.

9. Partners revise materials. (1 hr.)

Preparation: Write STRIPE on flipchart.
Divide up Instructor's Manual into sections based on number of participants.
Identify available resources for participants.
Copy handouts for each participant (three activities from the TNA Instructor's Manual).

Materials: TNA Instructor's Manuals
Flipchart Pads
Flipchart Pens
Resource Books on TNA

Instructor Notes: Keep moving around the room interacting with students to create new ideas for activities.

Day 5, Activity 3

Time: 2:20 - 2:30 p.m.

Activity: Feedback to Facilitators

Objectives: Participants will be able to:

1. Use a force field analysis for evaluation,
2. Provide positive and negative feedback on workshop task, and
3. Provide positive and negative feedback on workshop process.

Purposes:

1. To model one type of evaluation process that provides temporal contiguity in feedback
2. To model receiving feedback as facilitators
3. To alter design to meet changing expectations and needs

Methods:

1. Prepare a flipchart as follows:

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2. Have participants brainstorm feedback ideas to fit under both sides of the chart.

3. Provide opportunity for discussion about any of the items.

Preparation: Make revisions in schedule, format, etc., as deemed possible and useful, based on the feedback received.

Materials:
Flipchart
Marker
Masking Tape

Instructor Notes:

Day 6, Activity 2

Time: 2:20 - 2:30 p.m.

Activity: Feedback to Facilitators

Objectives: Participants will be able to:

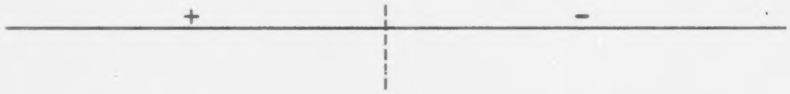
1. Use a force field analysis for evaluation,
2. Provide positive and negative feedback on workshop task, and
3. Provide positive and negative feedback on workshop process.

Purposes:

1. To model one type of evaluation process that provides temporal contiguity in feedback
2. To model receiving feedback as facilitators
3. To alter design to meet changing expectations and needs

Methods:

1. Prepare a flipchart as follows:



2. Have participants brainstorm feedback ideas to fit under both sides of the chart.

3. Provide opportunity for discussion about any of the items.

Preparation: Make revisions in schedule, format, etc., as deemed possible and useful, based on the feedback received.

Materials: Flipchart
Marker
Masking Tape

Instructor Notes:

Day 7, Activity 1

Time: 8:00 - 10:00 a.m.; 10:15 a.m. - 12:15 p.m.; 12:30 - 2:20 p.m.

Activity: Prepare TNA Module to Present to ATDW Class

Objectives: Participants will be able to:

1. select an appropriate module within the given time constraints, and
2. develop support materials, using audio-visuals.

Purposes:

1. To practice preparation and delivery of a module
2. To work together with a partner in preparation and delivery of a module

Methods:

1. Announce to the class that each pair will give a 30 minute presentation and receive written and verbal feedback on their presentations. (15 min.)

2. Explain where materials are located and what the requirements are to use materials. (15 min.)

3. Be available for assistance. (5 hrs. 20 min.)

Preparation: Talk to AED about copying capability.
Set up materials and equipment.
Check to see that the overhead projector works and is properly focused, and the lighting is appropriate.

Materials:
Computers available
Harvard Graphics Software
Xeroxing capability
Overhead Projector
Overhead Transparencies

Instructor Notes: Time will need to be adjusted depending on the number of participants. Once you make the schedule, be sure the timing is careful so that students at the end receive as much time as students at the beginning.

Day 7, Activity 2

Time: 2:20 - 2:30 p.m.

Activity: Feedback to Facilitators

Objectives: Participants will be able to:

1. Use a force field analysis for evaluation,
2. Provide positive and negative feedback on workshop task, and
3. Provide positive and negative feedback on workshop process.

Purposes:

1. To model one type of evaluation process that provides temporal contiguity in feedback
2. To model receiving feedback as facilitators
3. To alter design to meet changing expectations and needs

Methods:

1. Prepare a flipchart as follows:

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2. Have participants brainstorm feedback ideas to fit under both sides of the chart.

3. Provide opportunity for discussion about any of the items.

Preparation: Make revisions in schedule, format, etc., as deemed possible and useful, based on the feedback received.

Materials: Flipchart
Marker
Masking Tape

Instructor Notes:

Days 8 and 9, Activity 1

Time: 8:00 - 10:00 a.m.; 10:15 a.m - 12:15 p.m.; 12:30 - 2:20 p.m.

Activity: Deliver TNA Presentations and Provide Feedback on TNA Presentations

Objectives: Participants will be able to:

1. deliver a 30 minute module using at least one audio-visual aid,
2. divide presentation so co-trainers share time nearly equally,
3. give feedback on presentation of module that is specific, observable and behavioral,
4. receive feedback on presentation of module in a non-defensive manner, and
5. view themselves on video tape and critique their own presentations.

Purposes:

1. To increase confidence in delivery of material
2. To get a realistic assessment of competencies and growing edges
3. To learn from watching others and listening to critique

Methods:

1. Assign the order for people to deliver their presentations. (5 min.)

2. Assign the order for the operators of the video equipment. (5 min.)

3. Demonstrate the use of the video equipment. (5 min.)

4. Trainer hands out written evaluation which class will fill out on each participant. (3 min.)

5. First pair presents, then sits down. (30 min.)

6. Trainer goes to the front of the room and collects written evaluations. (2 min.)

7. Trainer asks for verbal feedback on what was effective in the presentation and what the suggestions are for improvement. (10 min.)

8. After the session is over, co-partners should go to the separate, private room and view

themselves on videotape. It is their responsibility to meet later with the presenters of the session they missed to review the missed material.

Preparation: Set up video camera for taping of presenters.
Set up video playback machine in a separate room.
Copy evaluation forms so every person can fill them out on everyone else. Number of handouts = n x (n-1).
In calculating the sequence and timing of presentations, consider the number of ATDW participants. Amount of time for each participant = 640 min. (total time available in two days) ÷ number of participants. The time listed for each participant in the manual (40 min.) is based on 16 participants.
Check out equipment, lighting, outlets and set up for video. (This should be checked out 3-4 days in advance with AED manager and facility personnel.)

Materials: Evaluation Forms
Video equipment for taping
Video playback set-up in a separate, private room
Video cassettes (one per team)

Instructor Notes: Trainer needs to model good behavior description and participate in feedback session. Be sure to balance positive feedback with negative feedback.

Day 8, Activity 2

Time: 2:20 - 2:30 p.m.

Activity: Feedback to Facilitators

Objectives: Participants will be able to:

1. Use a force field analysis for evaluation,
2. Provide positive and negative feedback on workshop task, and
3. Provide positive and negative feedback on workshop process.

Purposes:

1. To model one type of evaluation process that provides temporal contiguity in feedback
2. To model receiving feedback as facilitators
3. To alter design to meet changing expectations and needs

Methods:

1. Prepare a flipchart as follows:

+	-

2. Have participants brainstorm feedback ideas to fit under both sides of the chart.

3. Provide opportunity for discussion about any of the items.

Preparation: Make revisions in schedule, format, etc., as deemed possible and useful, based on the feedback received.

Materials: Flipchart
Marker
Masking Tape

Instructor Notes:

Day 9, Activity 2

Time: 2:20 - 2:30 p.m.

Activity: Feedback to Facilitators

Objectives: Participants will be able to:

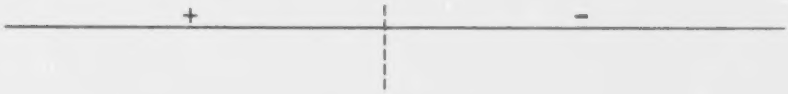
1. Use a force field analysis for evaluation,
2. Provide positive and negative feedback on workshop task, and
3. Provide positive and negative feedback on workshop process.

Purposes:

1. To model one type of evaluation process that provides temporal contiguity in feedback
2. To model receiving feedback as facilitators
3. To alter design to meet changing expectations and needs

Methods:

1. Prepare a flipchart as follows:



2. Have participants brainstorm feedback ideas to fit under both sides of the chart.

3. Provide opportunity for discussion about any of the items.

4. Direct participants to "Reaction Formative Evaluation of TNA Module" in Participant's Manual. Have them complete and hand in.

5. Assign a self-scoring MBTI as homework. Participants should complete the instrument but not score it.

Preparation: Make revisions in schedule, format, etc., as deemed possible and useful, based on the feedback received.

Materials:

Flipchart
Marker
Masking Tape
Copies of self-scoring MBTI, one per participant

Instructor Notes: Be sure to inform participants not to score the test. The scoring will be done on Day 10 as part of a group activity.

Day 10, Activity 1

Time: 8:00 - 9:00 a.m.

Activity: Revise TNA Instructor's Manual

Objectives: Participants will be able to:

1. identify areas for revision based on written and oral feedback as well as personal experience, and
2. make recommended changes in Instructor's Manual.

Purposes:

1. To keep Instructor's/Participant's Manuals updated
2. To model a process which should be carried through into professional training

Methods:

1. Ask participants why it is important to keep Instructor's Manual updated and discuss. (10 min.)

2. Participants (with their co-facilitator), review their written and verbal feedback as well as their own personal experience of teaching the module and decide on areas for improvement. (20 min.)

3. Make the needed changes and turn in to trainer. (30 min.)

Preparation: ATDW facilitator should hand back Instructor's Manual with critique and suggestions.

Instructor Notes: Monitor participants to be sure they have included step-by-step detail in the Instructor's Manual.

Day 10, Activity 2

Time: 9:00 - 11:30 a.m.

Activity: MBTI

Objectives: Participants will be able to:

1. list characteristics of each of the eight dimensions on MBTI,
2. identify their individual type and its interpretation, and
3. identify class profile and its implications for teaching methods.

Purposes:

1. Awareness of individual differences among participants and the importance of variety in training methods
2. Increase understanding of ATDW participants' strengths and weaknesses

Methods:

1. Ask participants to write their name with the opposite hand from the hand they usually write with. Ask them how this feels? How old do they feel? Was everyone able to do it even though it was awkward, hard, uncomfortable? Compare this to MBTI scores saying that this is a "natural preference" for each person (similar to being right-handed). (15 min.)

   Points of emphasis:

   a. each style/preference has its own strengths and weaknesses, and
   b. when you have a training session with a variety of types, you need to use a variety of teaching methods.

2. Describe the eight dimensions using examples of each preference. (30 min.)

3. Ask them to guess their own type. (10 min.)

4. Participants score MBTI. (15 min.)

5. Participants guess type of their classmates and then learn the correct type and interpretation. (30 min.)

6. Review group profile. Discuss implications for training design. (30 min.)

7. Divide group into temperament types and discuss implications of training for their type. Report results to total class. (20 min.)

Preparation: Locate overheads to be used.

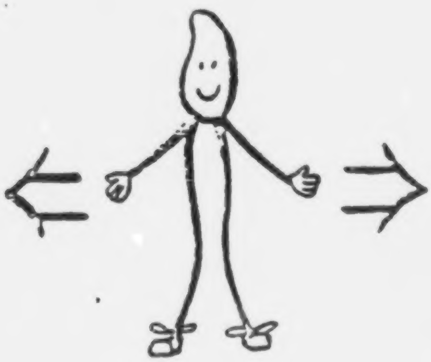
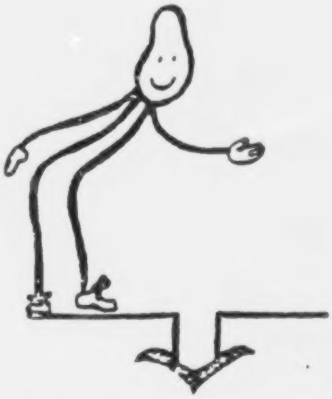
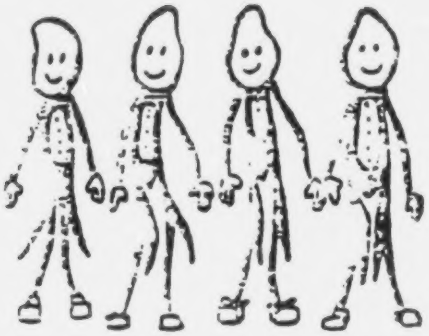
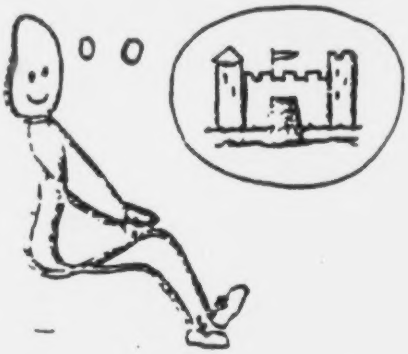
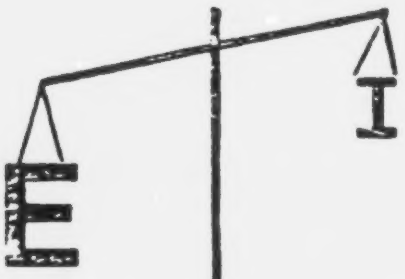
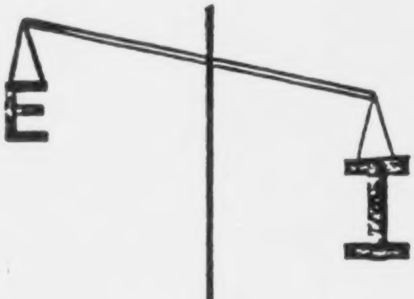
Materials:
Flipchart Pads
Flipchart Pens
Overheads to demonstrate eight dimensions

Instructor Notes:

SOME KEY WORDS

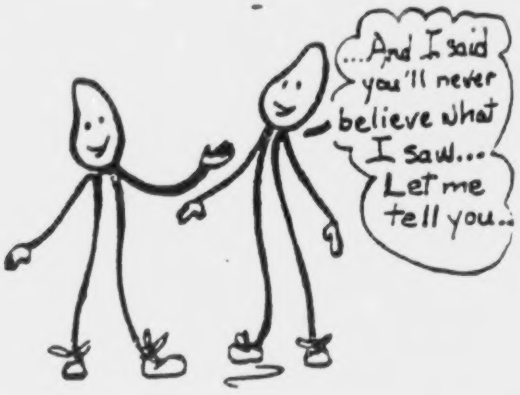
E	I
Extraversion	Introversion
Active	Reflective
Outward	Inward
Sociable	Reserved
People	Privacy
Many	Few
Expressive	Quiet
Breadth	Depth

THESE CHARACTERISTICS OFTEN DEVELOP FROM E AND I PREFERENCES.
SOME OF THEM MAY BE TRUE OF YOU.

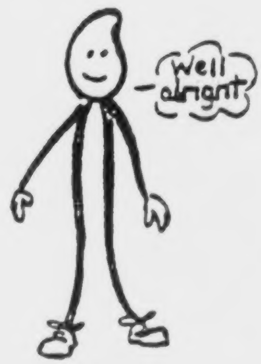
EXTRAVERSION Tendencies/Characteristics	INTROVERSION Tendencies/Characteristics
 Gives breadth to life.	 Gives depth to life.
 E's may seem shallow to I's.	 I's may seem withdrawn to E's.
 Needs introversion for balance.	 Needs extraversion for balance.

EXTRAVERSION
Tendencies/Characteristics

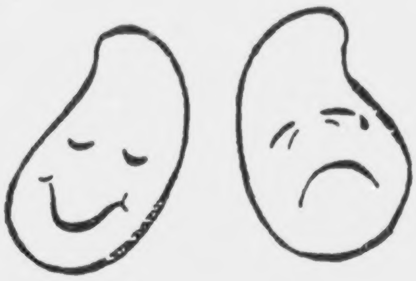
INTROVERSION
Tendencies/Characteristics


...And I said you'll never believe what I saw... Let me tell you...

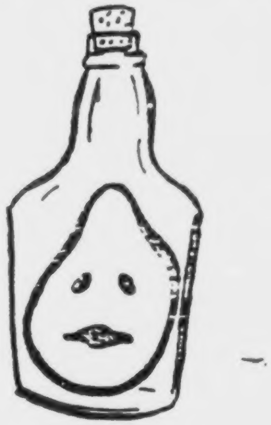
Is often friendly, talkative, easy to know.


Well alright

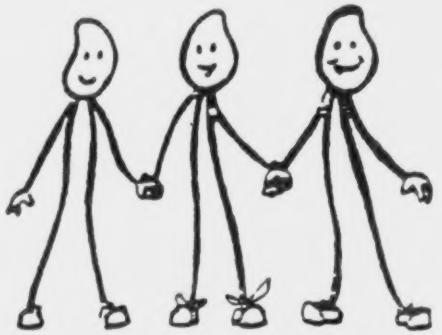
Is often reserved, quiet, hard to know.



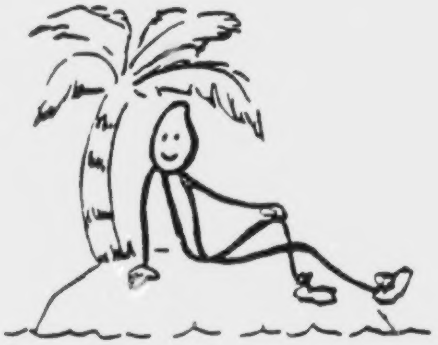
Expresses emotions.



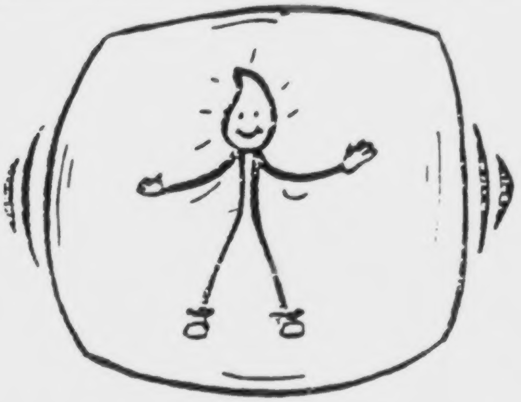
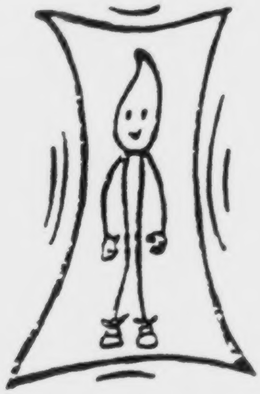
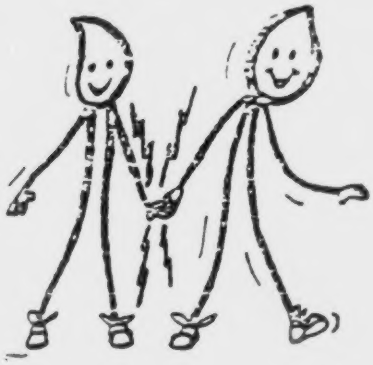
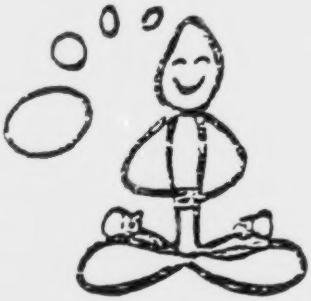
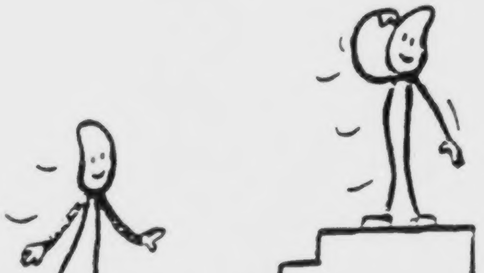
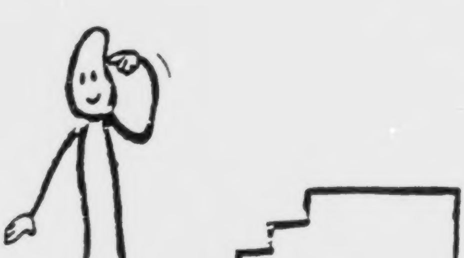
Bottles up emotions.



Needs relationships.



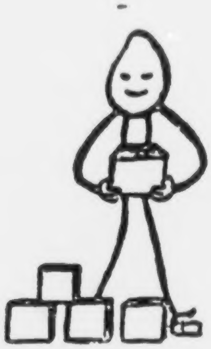
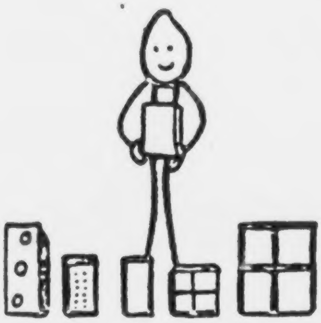
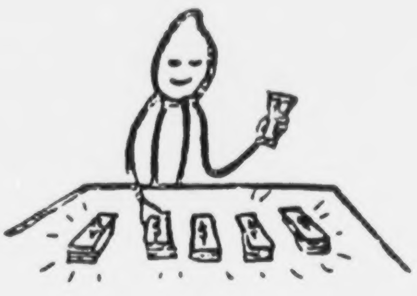
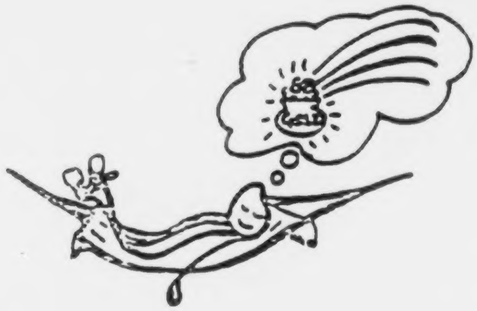
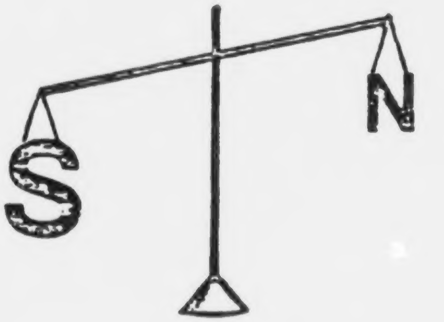
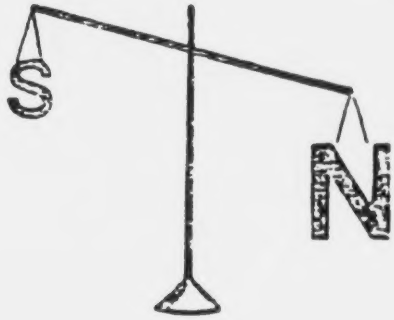
Needs privacy.

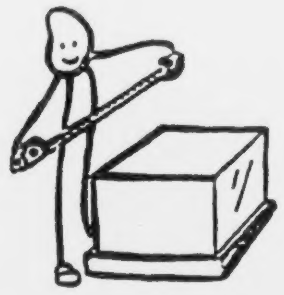
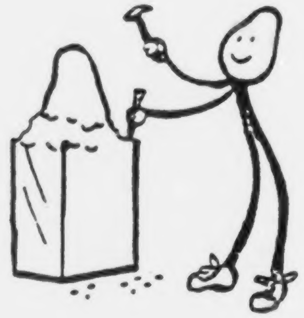
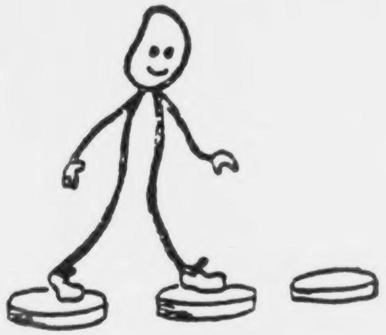
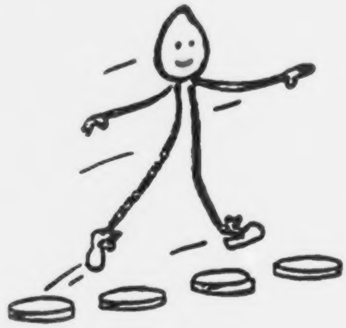
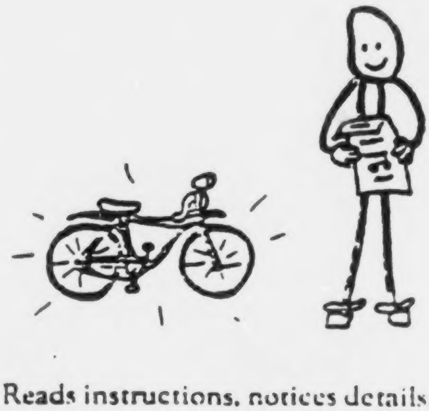
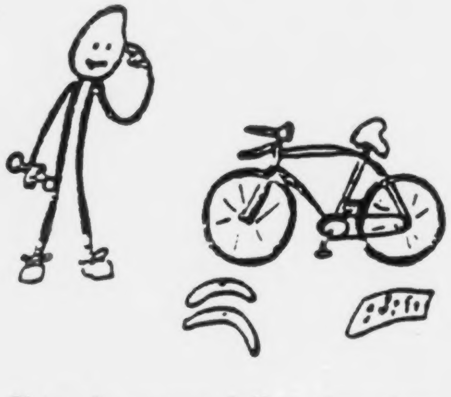
EXTRAVERSION Tendencies/Characteristics	INTROVERSION Tendencies/Characteristics
 Feels pulled outward by external claims and conditions.	 Feels pushed inward by external claims and intrusions.
 Energized by other people, external experiences.	 Energized by inner resources, internal experiences.
 Acts, then (maybe) reflects.	 Reflects, then (maybe) acts.

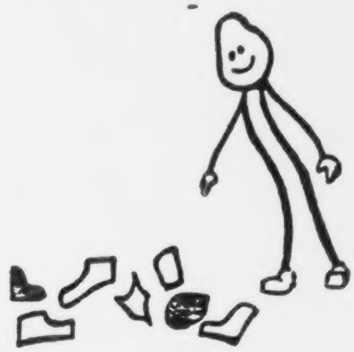
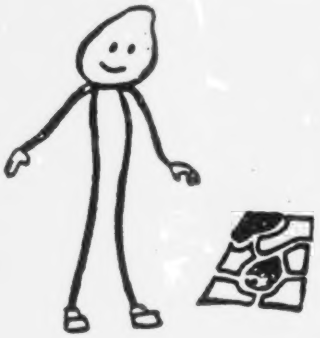
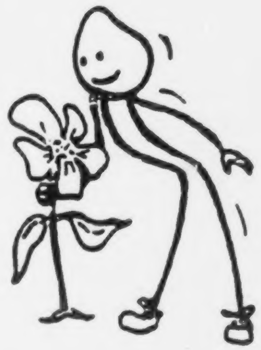
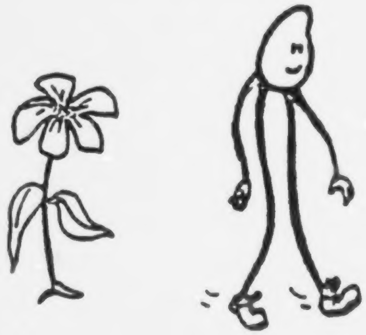
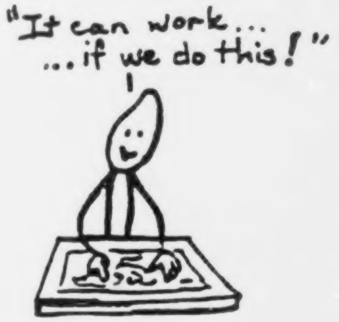
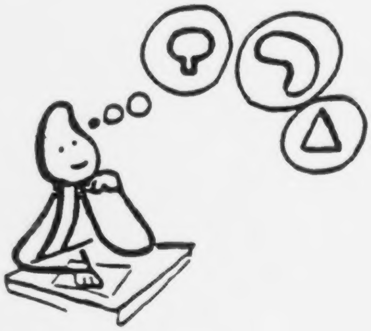
SOME KEY WORDS

S	N
Sensing	Intuition
Details	Patterns
Present	Future
Practical	Imaginative
Facts	Innovations
Sequential	Random
Directions	Hunches
Repetition	Variety
Enjoyment	Anticipation
Perspiration	Inspiration
Conserve	Change

THESE CHARACTERISTICS OFTEN DEVELOP FROM S AND N PREFERENCES. SOME OF THEM MAY BE TRUE OF YOU.

SENSING Tendencies/Characteristics	INTUITION Tendencies/Characteristics
 Likes set procedures, established routines.	 Likes change and variety.
 S's may seem materialistic and literal-minded to N's.	 N's may seem fickle, impractical dreamers to S's.
 Needs intuition for balance.	 Needs sensing for balance.

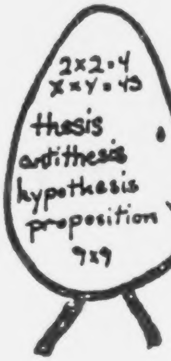
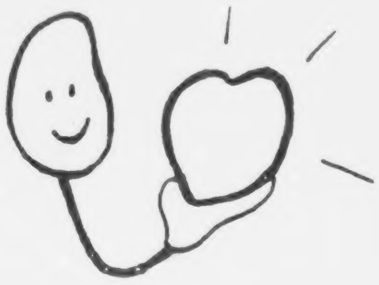
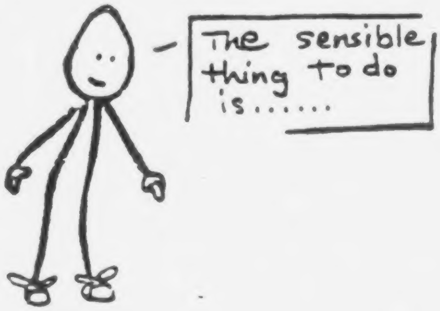
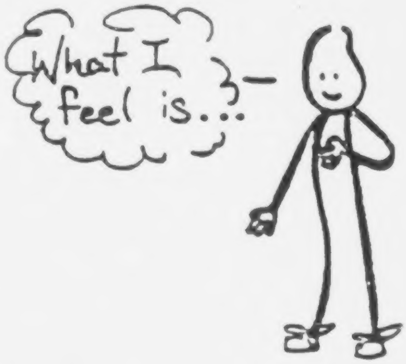
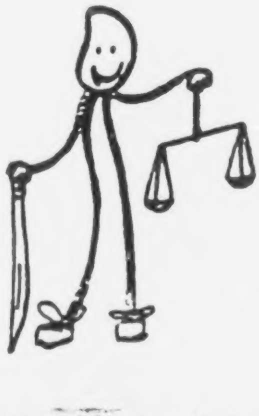
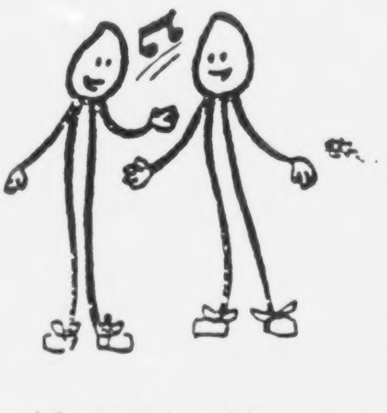
SENSING Tendencies/Characteristics	INTUITION Tendencies/Characteristics
 Likes things that are definite, measurable.	 Likes opportunities for being inventive.
 Starts at the beginning, takes a step at a time.	 Jumps in anywhere, leaps over steps.
 Reads instructions, notices details.	 Skips directions, follows hunches.

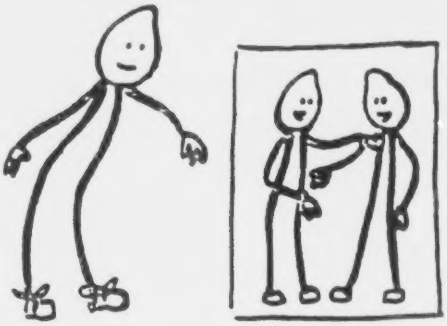
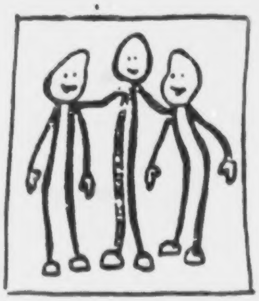
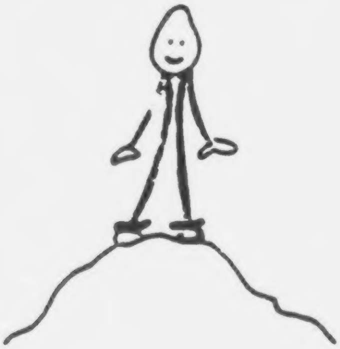
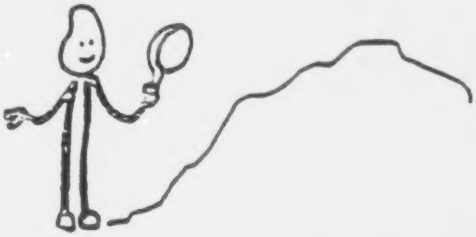
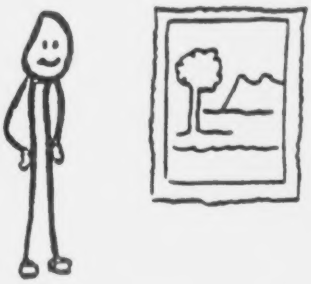
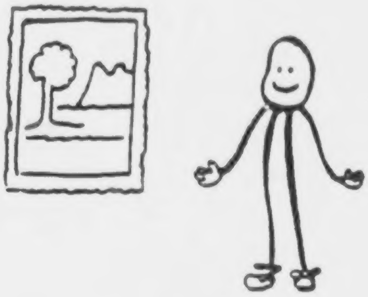
SENSING Tendencies/Characteristics	**INTUITION** Tendencies/Characteristics
 Looks at specific parts and pieces.	 Looks at patterns and relationships.
 Lives in the present, enjoying what's there.	 Lives toward the future anticipating what might be.
 "It can work... ...if we do this!" Prefers handling practical matters.	 Prefers imagining possibilities.

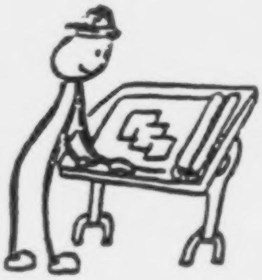
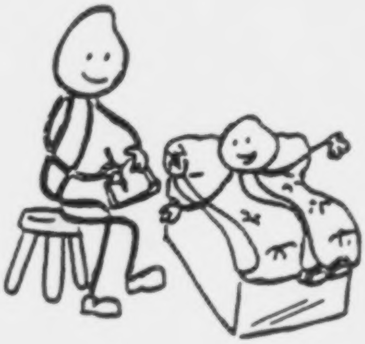
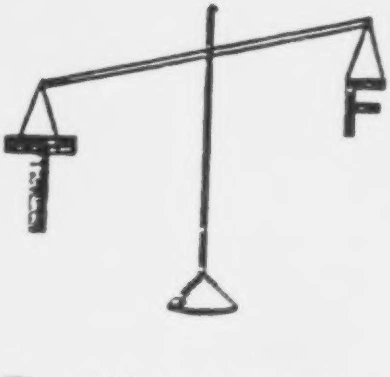
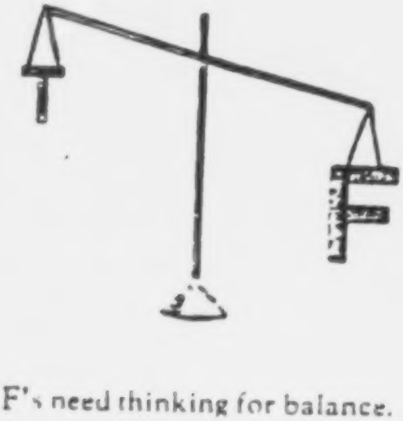
SOME KEY WORDS

T	F
Thinking	Feeling
Head	Heart
Objective	Subjective
Justice	Harmony
Cool	Caring
Impersonal	Personal
Criticize	Appreciate
Analyze	Empathize
Precise	Persuasive
Principles	Values

THESE CHARACTERISTICS OFTEN DEVELOP FROM T AND F PREFERENCES. SOME OF THEM MAY BE TRUE OF YOU.

THINKING Tendencies/Characteristics	FEELING Tendencies/Characteristics
 2×2=4 X×Y=43 thesis antithesis hypothesis proposition 9×9 Decides with the head.	 Decides with the heart.
 The sensible thing to do is...... Goes by logic.	 What I feel is.... Goes by personal convictions.
 Concerned for truth, justice.	 Concerned for relationships, harmony.

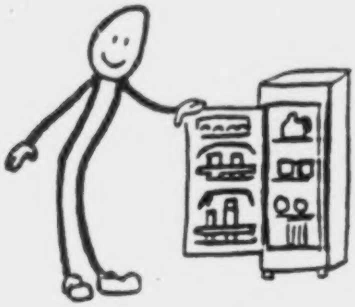
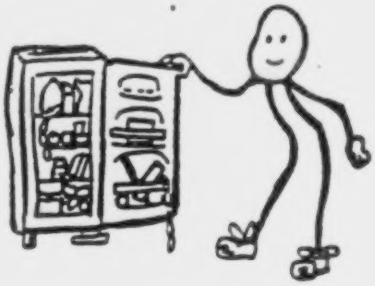
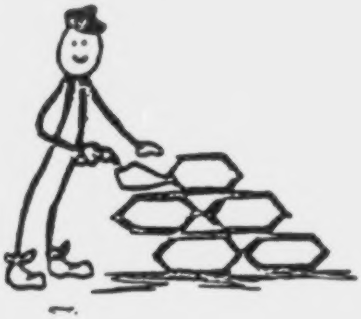
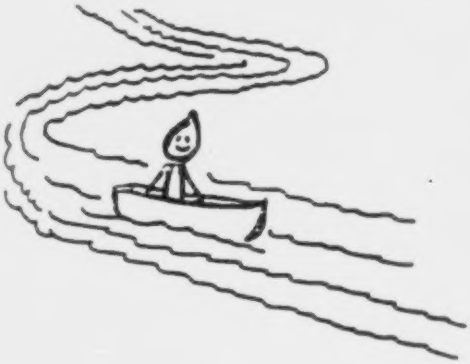
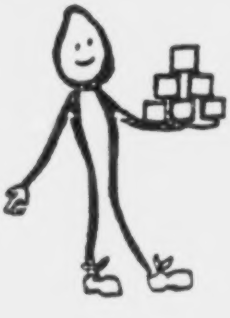
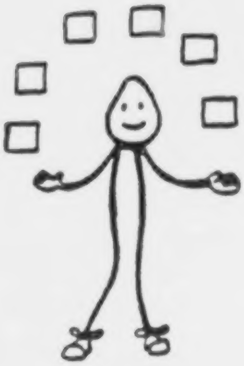
THINKING Tendencies/Characteristics	FEELING Tendencies/Characteristics
 Sees things as on-looker, from outside a situation.	 Sees things as a participant, from within a situation.
 Takes a long view.	 Takes an immediate and personal view.
 Spontaneously finds flaws, criticizes.	 Spontaneously appreciates.

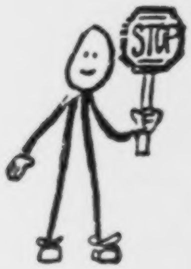
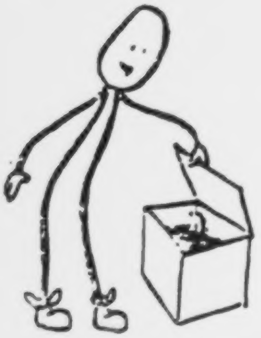
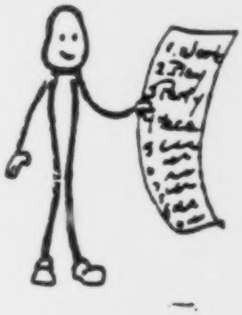
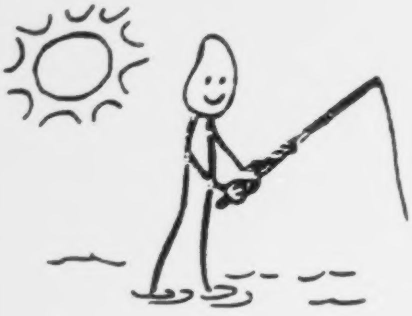
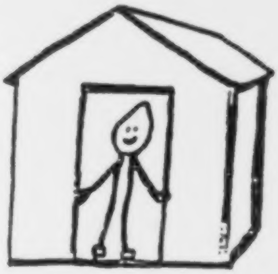
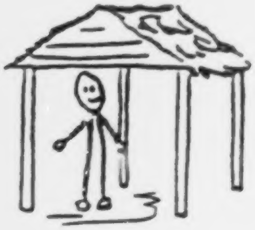
THINKING Tendencies/Characteristics	FEELING Tendencies/Characteristics
 Good at analyzing plans.	 Good at understanding people.
 T's may seem cold and condescending to F's.	 F's may seem fuzzy-minded and emotional to T's.
 T's need feeling for balance.	 F's need thinking for balance.

SOME KEY WORDS

J	P
Judgment	Perception
Organized	Flexible
Structure	Flow
Control	Experience
Decisive	Curious
Deliberate	Spontaneous
Closure	Openness
Plan	Wait
Deadlines	Discoveries
Productive	Receptive

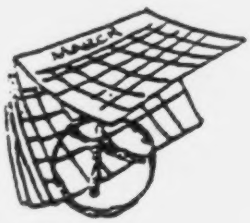
THESE CHARACTERISTICS OFTEN DEVELOP FROM J AND P PREFERENCES. SOME OF THEM MAY BE TRUE OF YOU.

JUDGMENT Tendencies/Characteristics	PERCEPTION Tendencies/Characteristics
 Prefers an organized lifestyle.	 Prefers a flexible lifestyle.
 Likes definite order and structure.	 Likes going with the flow.
 Likes to have life under control.	 Prefers to experience life as it happens.

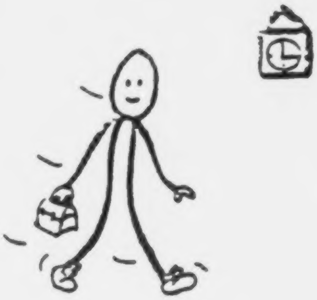
JUDGMENT Tendencies/Characteristics	PERCEPTION Tendencies/Characteristics
 Enjoys being decisive.	 Enjoys being curious, discovering surprises.
 Likes clear limits and categories.	 Likes freedom to explore without limits.
 Feels comfortable establishing closure.	 Feels comfortable maintaining openness.

JUDGMENT
Tendencies/Characteristics

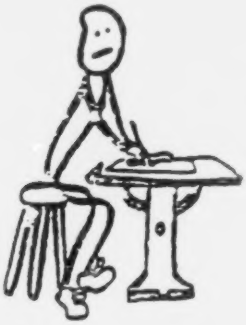
PERCEPTION
Tendencies/Characteristics



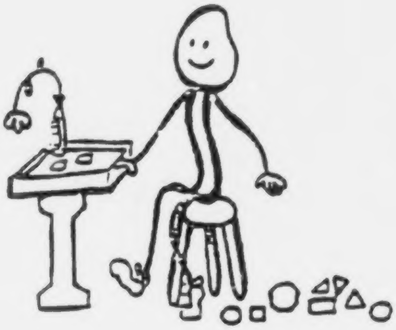
Handles deadlines, plans in advance.



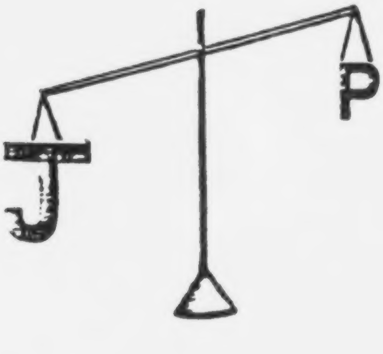
Meets deadlines by last minute rush.



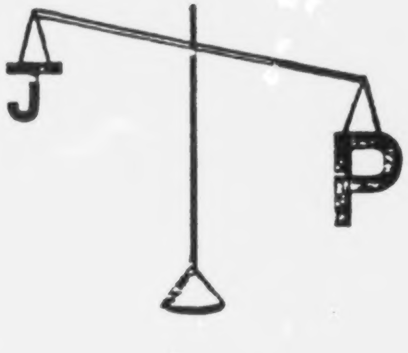
J's may seem demanding, rigid, uptight to P's.



P's may seem disorganized, messy, irresponsible to J's.



Needs perception for balance.



Needs judgment for balance.

Day 10, Activity 3

Time: 11:30 a.m. - 12:15 p.m.

Activity: Co-Facilitation

Objectives: Participants will be able to:

1. describe the impact of MBTI scores on their co-facilitation style and relationship, and
2. select a new partner to work with during the next section of the workshop (PDIT).

Purposes:

1. To provide time for co-facilitators to complete "unfinished business"
2. To increase awareness of the impact of style on training and the co-facilitator relationship
3. To make a more conscious choice in co-facilitation for PDIT

Methods:

1. Ask participants to pair with co-facilitator from TNA and discuss MBTI styles and the impact of style differences on the outcome of training and the co-facilitator's working relationship. (15 min.)

2. Ask partners what they would do differently in their working relationship if they could start the TNA Module over again. (7 min.)

3. Ask participants to make a new choice about who they would like to work with during the next co-facilitation of PDIT. (3 min.)

4. Allow time for participants to make their next selections. (5 min.)

5. Ask new partners to discuss MBTI styles and what process might be helpful to them to sustain a good working relationship. (15 min.)

Preparation:

Materials:

Instructor Notes: Trainer should be available to help process any pairs having difficulty, encouraging participants to give behaviour description.

Day 10, Activity 4

Time: 12:30 - 2:20 p.m.

Activity: Review PDIT Content/Participant's Manual

Objectives: Participants will be able to:

1. identify their strengths and weaknesses in PDIT,
2. describe six steps in program development and design,
3. describe ten different delivery modes for training, and
4. describe the meaning of the PDIT objectives.

Purposes:

1. To understand overview of PDIT
2. To review content of PDIT
3. To help the trainer identify the knowledge level of the group

Methods:

1. Hand out Participant's Manual. (5 min.)

2. Ask participants to review the material by quickly scanning the general content of the material and make a note of those areas unfamiliar to them. (30 min.)

3. Review each of the entries in the manual. For each entry, ask participants to raise their hands if this is new material for them. Ask key questions so that content is summarized. (60 min.)

4. Co-trainers meet, review PDIT material and discuss their preferences for selection of a PDIT topic. (15 min.)

Preparation: Identify key questions to ask on each of the entries.
Become familiar with Participant's Manual and select a variety of activities to present to the class.

Materials: Participant's Manual

Instructor Notes:

Day 10, Activity 5

Time: 2:20 - 2:30 p.m.

Activity: Feedback to Facilitators

Objectives: Participants will be able to:

1. Use a force field analysis for evaluation,
2. Provide positive and negative feedback on workshop task, and
3. Provide positive and negative feedback on workshop process.

Purposes:

1. To model one type of evaluation process that provides temporal contiguity in feedback
2. To model receiving feedback as facilitators
3. To alter design to meet changing expectations and needs

Methods:

1. Prepare a flipchart as follows:

+	-

2. Have participants brainstorm feedback ideas to fit under both sides of the chart.

3. Provide opportunity for discussion about any of the items.

Preparation: Make revisions in schedule, format, etc., as deemed possible and useful, based on the feedback received.

Materials: Flipchart
Marker
Masking Tape

Instructor Notes:

Day 11, Activity 1

Time: 8:00 a.m. - 2:20 p.m.

Activity: Revise PDIT Instructor's Manual

Objectives: Participants will be able to:

1. identify the criteria for a good Instructor's Manual, and
2. write a module which includes Time, Activity, Objectives, Purposes, Methods, Preparation, Materials and Instructor Notes for PDIT Instructor's Manual.

Purposes:

1. To increase awareness of how to write an effective Instructor's Manual
2. To appreciate the effort and thoroughness needed in writing a good Instructor's Manual
3. To continually improve PDIT modules

Methods:

1. Ask participants about their experience using the Instructor's Manual during TNA. Ask participants to think about what was helpful and what was not helpful. List on flipchart. (20 min.)

2. Hand out sample pages from the PDIT Instructor's Manual and compare the discussion with the manual. (20 min.)

3. Remind people of the STRIPE process in designing activities. (10 min.)

4. Assign sections of the Instructor's Manual for revisions. (10 min.)

5. Hand out Instructor's Manual; pairs work on revising manual. (3 hrs. 50 min.)

6. Pairs hand in work and receive feedback from Instructor.

7. Partners revise materials. (1 hr.)

Preparation:

Write STRIPE on flipchart.
Divide up PDIT Instructor's Manual into sections based on number of participants.
Identify available resources for participants.
Copy handouts for each participants (three activities from PDIT Instructor's Manual)

Materials: PDIT Instructor's Manuals
Flipchart Pads
Flipchart Pens
Resource Books on PDIT

Instructor Notes: Keep moving around the room interacting with students to create new ideas for activities.

Day 11, Activity 2

Time: 2:20 - 2:30 p.m.

Activity: Feedback to Facilitators

Objectives: Participants will be able to:

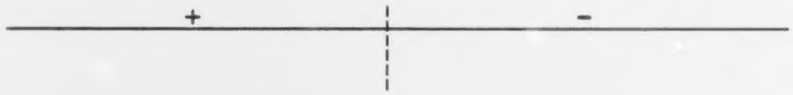
1. Use a force field analysis for evaluation,
2. Provide positive and negative feedback on workshop task, and
3. Provide positive and negative feedback on workshop process.

Purposes:

1. To model one type of evaluation process that provides temporal contiguity in feedback
2. To model receiving feedback as facilitators
3. To alter design to meet changing expectations and needs

Methods:

1. Prepare a flipchart as follows:



2. Have participants brainstorm feedback ideas to fit under both sides of the chart.

3. Provide opportunity for discussion about any of the items.

Preparation: Make revisions in schedule, format, etc., as deemed possible and useful, based on the feedback received.

Materials: Flipchart
Marker
Masking Tape

Instructor Notes:

Day 12, Activity 1

Time: 8:00 a.m. - 2:20 p.m.

Activity: Prepare PDIT Module to Present to ATDW Class

Objectives: Participants will be able to:

1. select an appropriate module within the given time constraints, and
2. develop support materials, using audio-visuals.

Purposes:

1. To practice preparation and delivery of a module
2. To work together with a partner in preparation and delivery of a module

Methods:

1. Announce to the class that each pair will give a 30 minute presentation and receive written and verbal feedback on their presentations. (15 min.)

2. Explain where materials are located and what the requirements are to use materials. (15 min.)

3. Be available for assistance. (5 hrs. 20 min.)

Preparation: Talk to AED about copying capability.
Set up materials and equipment.
Check to see that the overhead projector works and is properly focused, and the lighting is appropriate.

Materials:
Computers available
Harvard Graphics Software
Xeroxing capability
Overhead Projector
Blank Overhead Transparencies

Instructor Notes: Time will need to be adjusted depending on the number of participants. Once you make the schedule, be sure the timing is careful so that students at the end receive as much time as students at the beginning.

Day 12, Activity 2

Time: 2:20 - 2:30 p.m.

Activity: Feedback to Facilitators

Objectives: Participants will be able to:

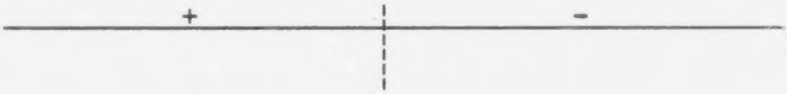
1. Use a force field analysis for evaluation,
2. Provide positive and negative feedback on workshop task, and
3. Provide positive and negative feedback on workshop process.

Purposes:

1. To model one type of evaluation process that provides temporal contiguity in feedback
2. To model receiving feedback as facilitators
3. To alter design to meet changing expectations and needs

Methods:

1. Prepare a flipchart as follows:



2. Have participants brainstorm feedback ideas to fit under both sides of the chart.

3. Provide opportunity for discussion about any of the items.

Preparation: Make revisions in schedule, format, etc., as deemed possible and useful, based on the feedback received.

Materials:

Flipchart
Marker
Masking Tape

Instructor Notes:

Days 13 and 14, Activity 1

Time: 8:00 - 10:00 a.m.; 10:15 a.m - 12:15 p.m.; 12:30 - 2:20 p.m.

Activity: Deliver PDIT Presentations and Provide Feedback on PDIT Presentations

Objectives: Participants will be able to:

1. deliver a 30 minute module using at least one audio-visual aid,
2. divide presentation so co-trainers share time nearly equally,
3. give feedback on presentation of module that is specific, observable and behavioral,
4. receive feedback on presentation of module in a non-defensive manner, and
5. view themselves on video tape and critique their own presentations.

Purposes:

1. To increase confidence in delivery of material
2. To get a realistic assessment of competencies and growing edges
3. To learn from watching others and listening to critique

Methods:

1. Assign the order for people to deliver their presentations. (5 min.)

2. Assign the order for the operators of the video equipment. (5 min.)

3. Review the use of the video equipment. (5 min.)

4. Trainer hands out written evaluation which class will fill out on each participant. (3 min.)

5. First pair presents, then sits down. (30 min.)

6. Trainer goes to the front of the room and collects written evaluations. (2 min.)

7. Trainer asks for verbal feedback on what was effective in the presentation and what the suggestions are for improvement. (10 min.)

8. After the session is over, co-partners should go to the separate, private room and view

themselves on videotape. It is their responsibility to meet later with the presenters of the session they missed to review the missed material.

Preparation: Set up video camera for taping of presenters.
Set up video playback machine in a separate room.
Copy evaluation forms so every person can fill them out on everyone else. Number of handouts = n x (n-1).
In calculating the sequence and timing of presentations, consider the number of ATDW participants. Amount of time for each participant = 640 min. (total time available in two days) ÷ number of participants. The time listed for each participant in the manual (40 min.), is based on 16 participants.
Check out equipment, lighting, outlets and set up for video. (This should be checked out 3-4 days in advance with AED manager and facility personnel.)

Materials: Evaluation Forms
Video equipment for taping
Video playback set-up in a separate, private room
Video cassettes (one per team)

Instructor Notes: Trainer needs to model good behaviour description and participate in feedback session. Be sure to balance positive feedback with negative feedback.

Days 13 and 14, Activity 2

Time: 2:20 - 2:30 p.m.

Activity: Feedback to Facilitators

Objectives: Participants will be able to:

1. Use a force field analysis for evaluation,
2. Provide positive and negative feedback on workshop task, and
3. Provide positive and negative feedback on workshop process.

Purposes:

1. To model one type of evaluation process that provides temporal contiguity in feedback
2. To model receiving feedback as facilitators
3. To alter design to meet changing expectations and needs

Methods:

1. Prepare a flipchart as follows:

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2. Have participants brainstorm feedback ideas to fit under both sides of the chart.

3. Provide opportunity for discussion about any of the items.

4. At conclusion of Day 14, direct participants to "Reaction Formative Evaluatin of PDIT Module" in Participant's Manual. Have them complete and hand in.

Preparation: Make revisions in schedule, format, etc., as deemed possible and useful, based on the feedback received.

Materials:
Flipchart
Marker
Masking Tape

Instructor Notes:

Day 15, Activity 1

Time: 8:00 - 10:00 a.m.

Activity: Review ETE Content/Participant's Manual

Objectives: Participants will be able to:

1. identify their strengths and weaknesses in ETE,
2. describe ten tools used for ETE, and
3. describe the meaning of the ETE objectives.

Purposes:

1. To understand overview of ETE
2. To review content of ETE
3. To help the trainer identify the knowledge level of the group

Methods:

1. Hand out ETE Participant's Manual. (5 min.)
2. Ask participants to review the material by quickly scanning the general content of the material and make a note of those areas that are unfamiliar to them. (30 min).
3. Review each of the entries in the manual. For each entry, ask participants to raise their hands if this is new material for them. Ask key questions so that content is summarized. (1 hr.)
4. Co-trainers meet, review ETE material and discuss their preferences for selection of a ETE topic. (25 min.)

Preparation: Identify key questions to ask on each of the entries.

Become familiar with Participant's Manual and select a variety of activities to present to the class.

Materials: ETE Participant's Manual

Instructor Notes: Since much of this material is repeated from TNA, there is less time devoted to ETE.

Day 15, Activity 2

Time: 10:15 a.m. - 12:15 p.m.; 12:30 - 2:20 p.m.

Activity: Revise ETE Instructor's Manual

Objectives: Participants will be able to:

1. identify the criteria for a good Instructor's Manual, and
2. write a module which includes Time, Activity, Objectives, Purposes, Methods, Preparation, Materials and Instructor Notes for the ETE Instructor's Manual.

Purposes:

1. To increase awareness of how to write an effective Instructor's Manual
2. To appreciate the effort and thoroughness needed in writing a good Instructor's Manual
3. To continually improve ETE modules

Methods:

1. Distribute ETE Instructor's Manual. Assign sections of the Instructor's Manual for revisions. (5 min.)

2. Pairs work on revising manual. (3 hrs.)

3. Pairs hand in work and receive feedback from Instructor.

4. Partners revise materials. (45 min.)

Preparation: Write STRIPE on flipchart.
Divide up Instructor's Manual into sections based on number of participants.
Identify available resources for participants.

Materials: ETE Instructor's Manuals
Flipchart Pads
Flipchart Pens
Resource Books on ETE

Instructor Notes: Keep moving around the room interacting with students to create new ideas for activities.

Day 15, Activity 3

Time: 2:20 - 2:30 p.m.

Activity: Feedback to Facilitators

Objectives: Participants will be able to:

1. Use a force field analysis for evaluation,
2. Provide positive and negative feedback on workshop task, and
3. Provide positive and negative feedback on workshop process.

Purposes:

1. To model one type of evaluation process that provides temporal contiguity in feedback
2. To model receiving feedback as facilitators
3. To alter design to meet changing expectations and needs

Methods:

1. Prepare a flipchart as follows:

+	-

2. Have participants brainstorm feedback ideas to fit under both sides of the chart.

3. Provide opportunity for discussion about any of the items.

Preparation: Make revisions in schedule, format, etc., as deemed possible and useful, based on the feedback received.

Materials: Flipchart
Marker
Masking Tape

Instructor Notes:

Day 16, Activity 1

Time: 8:00 a.m. - 2:20 p.m.

Activity: Prepare ETE Module to Present to ATDW Class

Objectives: Participants will be able to:

1. select an appropriate module within the given time constraints, and
2. develop support materials, using audio-visuals.

Purposes:

1. To practice preparation and delivery of a module
2. To work together with a partner in preparation and delivery of a module

Methods:

1. Announce to the class that each pair will give a 30 minute presentation and receive written and verbal feedback on their presentations. (15 min.)

2. Explain where materials are located and what the requirements are to use materials. (15 min.)

3. Be available for assistance. (5 hrs. 20 min.)

Preparation:
Talk to AED about copying capability.
Set up materials and equipment.
Check to see that the overhead projector works and is properly focused, and the lighting is appropriate.

Materials:
Computers available
Harvard Graphics Software
Xeroxing capability
Overhead Projector
Blank Overhead Transparencies

Instructor Notes: Time will need to be adjusted depending on the number of participants. Once you make the schedule, be sure the timing is carefully done so that students at the end receive as much time as students at the beginning.

Day 16, Activity 2

Time: 2:20 - 2:30 p.m.

Activity: Feedback to Facilitators

Objectives: Participants will be able to:

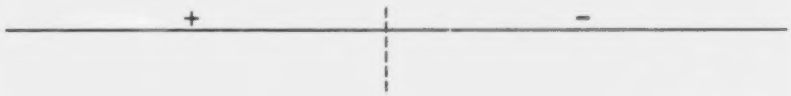
1. Use a force field analysis for evaluation,
2. Provide positive and negative feedback on workshop task, and
3. Provide positive and negative feedback on workshop process.

Purposes:

1. To model one type of evaluation process that provides temporal contiguity in feedback
2. To model receiving feedback as facilitators
3. To alter design to meet changing expectations and needs

Methods:

1. Prepare a flipchart as follows:



2. Have participants brainstorm feedback ideas to fit under both sides of the chart.

3. Provide opportunity for discussion about any of the items.

Preparation: Make revisions in schedule, format, etc., as deemed possible and useful, based on the feedback received.

Materials:
Flipchart
Marker
Masking Tape

Instructor Notes:

Day 17, Activity 1

Time: 8:00 - 10:00 a.m.; 10:15 a.m - 12:15 p.m.; 12:30 - 2:20 p.m.

Activity: Deliver ETE Presentations and Provide Feedback on ETE Presentations

Objectives: Participants will be able to:

1. deliver a 30 minute module using at least one audio-visual aid,
2. divide presentation so co-trainers share time nearly equally,
3. give feedback on presentation of module that is specific, observable and behavioral,
4. receive feedback on presentation of module in a non-defensive manner, and
5. view themselves on video tape and critique their own presentations.

Purposes:

1. To increase confidence in delivery of material
2. To get a realistic assessment of competencies and growing edges
3. To learn from watching others and listening to critique

Methods:

1. Assign the order for people to deliver their presentations. (5 min.)

2. Assign the order for the operators of the video equipment. (5 min.)

3. Demonstrate the use of the video equipment. (5 min.)

4. Trainer hands out written evaluation which class will fill out on each participant. (3 min.)

5. First pair presents, then sits down. (10 min.)

6. Trainer goes to the front of the room and collects written evaluations. (2 min.)

7. Trainer asks for verbal feedback on what was effective in the presentation and what the suggestions are for improvement. (8 min.)

8. After the session is over, co-partners should go to the separate, private room and view themselves on videotape. It is their

responsibility to meet later with the presenters of the session they missed to review the missed material.

Preparation: Set up video camera for taping of presenters.
Set up video playback machine in a separate room.
Copy evaluation forms so every person can fill them out on everyone else. Number of handouts = n x (n-1).
In calculating the sequence and timing of presentations, consider the number of ATDW participants. Amount of time for each participant = 640 min. (total time available in two days) ÷ number of participants. The time listed for each participant in the manual (40 min.), is based on 16 participants.
Check out equipment, lighting, outlets and set up for video. (This should be checked out 3-4 days in advance with AED manager and facility personnel.)

Materials: Evaluation Forms
Video equipment for taping
Video playback set-up in a separate, private room
Video cassettes (one per team)

Instructor Notes: Trainer needs to model good behaviour description and participate in feedback session. Be sure to balance positive feedback with negative feedback.

Day 17, Activity 2

Time: 2:20 - 2:30 p.m.

Activity: Feedback to Facilitators

Objectives: Participants will be able to:

1. Use a force field analysis for evaluation,
2. Provide positive and negative feedback on workshop task, and
3. Provide positive and negative feedback on workshop process.

Purposes:

1. To model one type of evaluation process that provides temporal contiguity in feedback
2. To model receiving feedback as facilitators
3. To alter design to meet changing expectations and needs

Methods:

1. Prepare a flipchart as follows:

+	-

2. Have participants brainstorm feedback ideas to fit under both sides of the chart.

3. Provide opportunity for discussion about any of the items.

4. Direct participants to "Reaction Formative Evaluation of ETE Module" in Participant's Manual. Have them complete and hand in.

Preparation: Make revisions in schedule, format, etc., as deemed possible and useful, based on the feedback received.

Materials: Flipchart
Marker
Masking Tape

Instructor Notes:

Day 18, Activity 1

Time: 8:00 - 10:00 a.m.

Activity: Unfinished Topics

Objectives: Participants will be able to:

1. identify key learnings from the training, and
2. identify key questions that still remain regarding Advanced Trainer Development Workshop.

Purposes:

1. To bring closure to the content material of ATDW.
2. To complete any unfinished business.
3. To increase awareness of the individuality of learning and that learnings which may be crucial to one participant are considered obvious to another.

Methods:

1. Facilitator reviews the course work of ATDW and asks participants what the critical points were during the course. Participants are asked to write down key learnings for themselves and then to prioritize the top three. (20 minutes)

2. Facilitator uses nominal group technique to list key learnings on the flip chart and discusses these issues. (30 minutes)

3. Facilitator asks participants to review Self-Assessment taken during the first day of class and is asked to list any questions which remain about the content area of ATDW. (15 minutes)

4. Facilitator lists key questions on flip chart. (10 minutes)

5. Group and facilitator develop agenda and answer the questions. (45 minutes)

Preparations: Students need to bring self-assessment form completed on Day 1.
Prepare flip chart headings: Key Learnings and Unanswered Questions.

Materials: Flip chart
Flip chart pens
Individually completed self-assessment form

Instructor Notes:

Day 18, Activity 2

Time: 10:15 a.m. - 12:15 p.m.

Activity: Feedback and Self-Development Plan

Objectives: Participants will be able to:

1. give and receive constructive feedback,
2. list strengths and weaknesses in ATDW, and
3. describe a plan for self development.

Purposes:

1. To provide an opportunity for personal closure with other participants.
2. To recognize the importance of continuous learning in ATDW.
3. To recognize opportunities at AED which fit into the Development Plan.

Methods:

1. Ask participants to review Self-Assessment Form taken on Day 1. (10 minutes)

2. Ask participants to list three Strengths, three Weaknesses and three Questions they have about how they are perceived by others. (15 minutes)

3. Participants should identify three people they have worked closely with over the past 18 days. Remind participants about characteristics of good feedback, then ask them to find one of the three people on the list. (15 minutes)

4. Participants share strengths/weaknesses/ questions and then ask for feedback from their partner. (20 min.)

6. Rotate partners two more times and receive feedback. (40 minutes)

7. Complete Self-Development Plan. (20 minutes)

Preparations: Have participants bring individually completed self-assessment from Day 1
Prepare flip chart with characteristics of good feedback.

Materials:

Instructor Notes:

Day 18, Activity 3

Time: 12:30 p.m. - 1:15 p.m.

Activity: Evaluation of ATDW Workshop

Objectives: Participants will be able to:

1. express opinions about the content, process and facilitators of the course,
2. make suggestions about improvements in ATDW, and
3. complete a written evaluation of ATDW.

Purposes:

1. To provide feedback to facilitators.
2. To provide input for changes in the course.

Methods:

1. Participants fill out written report and hand it in. (15 minutes)

2. Facilitator asks for oral feedback about the course: content, process and facilitation. (15 minutes)

3. Participants fill out "Peer and Self-Evaluation of Readiness to Become a Trainer of Trainers" and hand it in. (15 minutes)

Preparations: Identify page number for written evaluation. Prepare 3 flip charts with CONTENT (+/-), PROCESS (+/-) and FACILITATION (+/-).

Materials:

Instructor Notes:

Day 18, Activity 4

Time: 1:15 p.m. - 1:45 p.m.

Activity: Closing Ceremony

Objectives: Participants will be able to:

1. receive a certificate from AED/AID, and
2. organize a closing ceremony for a training of trainers workshop.

Purposes:

1. To reinforce the context and overall goals of AED and the Certification Program for Human System Development Professionals.
2. To integrate ritual into the workshop.
3. To provide feedback and first-hand knowledge of ATDW to AED/AID personnel.

Methods:

1. Welcome by director of host institution. (5 minutes)
2. Overview of the experience and closing comments by AED manager and ATDW trainers. (10 minutes)
3. Hand out certificates. (5 minutes)
4. Comments by participants. (5 minutes)
5. Reading from the Holy Quran and prayers. (5 minutes)

Preparations: Arrangements will need to made ahead of time with the director of the host institution, the AED manager, the U.S. AID manager, and the director of AED. A participant needs to be identified who is able to perform the rituals and prayers.

Materials: Be sure certificates are present. At the beginning of ATDW, be sure a list of names with the correct spelling has been given to AED manager.

Instructor Notes:

Advanced Trainer Development Workshop Participants' Manual

The Academy for Educational Development
Islamabad, Pakistan
July 7 - 26, 1990

Consultants:
Gary N. McLean
Barbara S. Arney

Advanced Trainer Development Workshop

Day 1

8:00 a.m.	Opening Ceremony
8:30	Introductions
9:45	Overview/Objectives/Calendar
10:00	Break
10:15	Groundrules
11:00	Self Assessments
12:00 p.m.	Organizational Change Models
12:15	Break
12:30	Organizational Change Models (Continued)
1:30	Systematic Training Model
2:20	Feedback on Day's Activities
2:30	Group Picture

Day 2

8:00 a.m.	Overview of Group Process
8:05	Task vs. Process in Groups
8:30	Group Roles in Fishbowl
10:00	Break
10:15	Group Decision Making
11:45	Stages of Group Development
12:15 p.m.	Break
12:30	Stages of Group Development (Continued)
12:45	Dealing with Resistance
2:20	Feedback on Day's Activities
2:30	Adjourn

Day 3

8:00 a.m.	Review of Computer Use
8:10	Enter Data from Self Assessment on PeopleFacts
10:00	Break
10:15	Prepare Bar Charts for Self Assessment
12:15 p.m.	Break
12:30	Write ATDW Objectives Based on Self Assessment Results
2:20	Feedback on Day's Activities
2:30	Adjourn

Day 4

8:00 a.m.	Review and Revise ATDW Design Based on Self Assessment and Objectives
9:30	Giving and Receiving Feedback
10:00	Break
10:15	Giving and Receiving Feedback (Continued)
11:30	Co-Facilitator Selection
12:15 p.m.	Break
12:30	Harvard Graphics for Overheads and WordPerfect
2:20	Feedback on Day's Activities

2:30	Adjourn

Day 5

8:00 a.m.	Review TNA Content/Participant's Manual
10:00	Break
10:15	Continue Review of Participant's Manual
12:15 p.m.	Break
12:30	Revise TNA Instructor's Manual
2:20	Feedback on Day's Activities
2:30	Adjourn

Day 6

8:00 a.m.	Continue to Work in Pairs Revising Instructor's Manual
10:00	Break
10:15	Continue to Work in Pairs Revising Instructor's Manual
12:15 p.m.	Break
12:30	Continue to Work in Pairs Revising Instructor's Manual
2:20	Feedback on Day's Activities
2:30	Adjourn

Day 7

8:00 a.m.	Prepare TNA Module to Present to ATDW Class
10:00	Break
10:15	Prepare TNA Module to Present to ATDW Class (Continued)
12:15 p.m.	Break
12:30	Prepare TNA Module to Present to ATDW Class (Continued)
2:20	Feedback on Day's Activities
2:30	Adjourn

Days 8 and 9

8:00 a.m.	Deliver TNA Presentations and Provide Feedback on TNA Presentations
10:00	Break
10:15	Deliver TNA Presentations and Provide Feedback on TNA Presentations (Continued)
12:15 p.m.	Break
12:30	Deliver TNA Presentations and Provide Feedback on TNA Presentations (Continued)
2:20	Feedback on Day's Activities
2:30	Adjourn

Day 10

8:00 a.m.	Revise Instructor's Manual
9:00	MBTI
10:00	Break
10:15	MBTI (Continued)
11:30	Co-Facilitation
12:15 p.m.	Break
12:30	Review PDIT
2:20	Feedback on Day's Activities
2:30	Adjourn

Day 11

8:00 a.m.	Revise PDIT Instructor's Manual
10:00	Break
10:15	Revise PDIT Instructor's Manual (Continued)
12:15 p.m.	Break
12:30	Revise PDIT Instructor's Manual (Continued)
2:20	Feedback on Day's Activities
2:30	Adjourn

Day 12

8:00 a.m.	Prepare PDIT Module to Present to ATDW Class
10:00	Break
10:15	Prepare PDIT Module to Present to ATDW Class (Continued)
12:15 p.m.	Break
12:30	Prepare PDIT Module to Present to ATDW Class (Continued)
2:20	Feedback on Day's Activities
2:30	Adjourn

Days 13 and 14

8:00 a.m.	Deliver PDIT Presentation and Provide Feedback on PDIT Presentations
10:00	Break
10:15	Deliver PDIT Presentation and Provide Feedback on PDIT Presentations (Continued)
12:15 p.m.	Break
12:30	Deliver PDIT Presentation and Provide Feedback on PDIT Presentations (Continued)
2:20	Feedback on Day's Activities
2:30	Adjourn

Day 15

8:00 a.m.	Review ETE Content/Participant's Manual
10:00	Break
10:15	Participants Revise Instructor's Manual
12:15 p.m.	Break
12:30	Participants Revise Instructor's Manual (Continued)
2:20	Feedback on Day's Activities
2:30	Adjourn

Day 16

8:00 a.m.	Prepare ETE Presentations
10:00	Break
10:15	Prepare ETE Presentations (Continued)
12:15 p.m.	Break
12:30	Prepare ETE Presentations (Continued)
2:20	Feedback on Day's Activities
2:30	Adjourn

Day 17

8:00 a.m.	Deliver ETE Presentations and Provide Feedback on ETE Presentations
10:00	Break
10:15	Deliver ETE Presentations and Provide Feedback on ETE Presentations (Continued)
12:15 p.m.	Break
12:30	Deliver ETE Presentations and Provide Feedback on ETE Presentations (Continued)
2:20 p.m.	Feedback on Day's Activities
2:30	Adjourn

Day 18

8:00 a.m.	Unfinished Topics
10:00	Break
10:15	Feedback and Self Development Plan
12:30 p.m.	Evaluation of ATDW Workshop
1:15	Closing Ceremony

DAY 1

BIOGRAPHIES OF FACILITATORS

Barbara S. Arney is an independent consultant in Minneapolis, Minnesota, specializing in management training, teambuilding and strategic planning. Her undergraduate degree in Education is from Iowa State University, and an M.A. in Applied Behavioral Science from Whitworth College in Spokane, Washington. She has served on the faculty of the Leadership Institute of Spokane and has been an adjunct faculty at the University of Minnesota, College of St. Catherine, and College of St. Thomas. She spent four years as Director of Organizational Services at Government Training Service, St. Paul, Minnesota.

Gary N. McLean is Professor of Business Education and Coordinator of Training and Development at the University of Minnesota. He also has been an independent consultant for twenty years, specializing in training of trainers, organization development, and quality management transformation. His undergraduate honours degree is in Business Administration from the University of Western Ontario, London, Canada, with an M.A. and doctorate, both in Business Education, from Columbia University, New York City. He has considerable consulting and research experience in India, Bangladesh, Pakistan, Korea, Jamaica, and Puerto Rico, and has supervised projects in many other countries. McLean has written over 100 articles and edited or authored more than twenty books.

INTRODUCTIONS

Worksheet

Find out the following information about the person you are interviewing. You will introduce this person to the group as a whole. You will have ten minutes each for your interview and no more than three minutes each for your introduction.

Below are some questions you may wish to ask. Those marked with an asterisk (*) are important questions for the facilitators.

*What is your name and the name you wish us to use?

Who is your employing organization?

What is your job title?

What do you do on your job?

What is your educational background?

*What previous AED programs have you participated in?

*What is your training experience?

What training experience (good or bad) has most influenced your views about training?

What have been your travel experiences?

What are your hobbies?

*Why have you come to this workshop?

*What do you hope to gain from the workshop?

*What do you hope will not happen during the workshop?

What conditions help you learn best?

What else would you like people to know about you?

Workshop Objectives

Advanced Trainers Development Workshop

- Assess competencies possessed in the areas of training, managing training, and training of trainers
- Describe how training fits into the broad context of organizational effectiveness
- Describe at least one systematic model of training
- Give feedback that uses behavior descriptions and personal impact statements to facilitate improvement
- Receive feedback non-defensively and use it to improve performance
- Use computer for needs assessment, visual aids, and evaluation
- Write objectives describing desired outcome of training
- Describe appropriate behavior for conducting training needs assessment (TNA)

Workshop Objectives

(Page 2)

- Describe appropriate behavior for designing, developing, and facilitating training (PDIT)
- Describe appropriate behavior for conducting training evaluations (ETE)
- Contract with an agency for the project portion of TNA, PDIT, and ETE
- Develop activities, materials, and timelines in an appropriate format for an instructor's manual
- Write a self-development plan that reflects awareness of training strengths and weakness and impact on others as a trainer
- Take appropriate responsibility in tasks and relationships
- Establish appropriate interdependent relationships with co-facilitators, trainees, and support staff
- Assess trainees according to their readiness to train others

July 1990

ATDW Workshop

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2	3	4	5	6	7 Opening Ceremony Introductions Overview/ Objectives Groundrules Self-Assessments Org Change Models Systematic Tng Models
8 Group Dynamics Giving and Receiving Feedback	9 Computer Review Analysis of Assessment Tools Write Objectives Based on Assessment Results Revise Design Based on Assessment and Objectives	10 Review TNA Content/ Participant's Manual	11 Revise/Create Instructor's Manual for TNA	12 Prepare TNA Presentations	13	14 Deliver TNA Presentations Provide Feedback on TNA Presentations
15 Deliver TNA Presentations Provide Feedback on TNA Presentations	16 Review PDIT Content/ Participant's Manual	17 Revise/Create Instructor's Manual for PDIT	18 Prepare PDIT Presentations	19 Deliver PDIT Presentations Provide Feedback on PDIT Presentations	20	21 Deliver PDIT Presentations Provide Feedback on PDIT Presentations
22 Review ETE Content/ Participant's Manual	23 Revise/Create Instructor's Manual for ETE	24 Prepare ETE Presentations	25 Deliver ETE Presentations Provide Feedback on ETE Presentations	26 Training of Trainers Issues Self-Development Plans Evaluation of ATDW Workshop Closing Ceremony/ Awarding of Certificates	27	28
29	30	31				

June

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

August

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Daily Schedule

Advanced Trainers Development Workshop

8:00 a.m.	Session 1
10:00 a.m.	Tea Break
10:15 a.m.	Session 2
12:15 p.m.	Tea Break
12:30 p.m.	Session 3
2:30 p.m.	Adjournment and Lunch

Review of Brainstorming Process

Purpose: Brainstorming is a process that enables a group to identify a large number of possible options for solution. Since there are no restrictions on the kind of responses that can be given, more creative solutions may emerge. It is also a process that encourages involvement of everyone in the group.

Process:

1. All ideas are encouraged; the more, the better.
2. No judgment is to be made about any idea when offered.
3. No discussion is allowed during the development of the ideas.
4. All ideas are written on the flipchart--no censoring by the facilitator.
5. When there are no more new ideas, the facilitator asks the group if there are any items that require clarification. Again, there is to be no discussion about the value of the item; clarification only is permitted.
6. Items that are the same or similar should be consolidated next so the remaining items do not contain overlaps.
7. Only at this step is judgment about the value of an item permitted. Discussion is encouraged; the goal is to eliminate/include items by consensus. When agreement cannot be reached, the group will need to decide on what criteria it will use for inclusion. Majority vote may need to be used.

Suggested Groundrules for ATDW Workshop

- Be on time
- End on time
- Follow agenda, but adjust with consensus
- Participants share responsibility with the facilitators for the workshop; feedback is given on a timely basis
- Participants take responsibility to seek additional information when needed from the facilitators and other participants
- No plops (i.e., don't ignore a person when they make a comment); everyone's opinion should be considered
- One person talks at a time (i.e., no sidebars)
- No interruptions of another person unless a groundrule is being violated
- Raise hand to be recognized
- Approximately equal participation by all participants (i.e., no dominating or withdrawal)
- No smoking in training rooms
- Participants will be at all sessions unless absence is shared with the group prior to the absence or in case of an emergency
- Assigned tasks will be completed on time
- Use "I" statements unless the group has reached consensus and has empowered you to be spokesperson
- Two-way communication is to be encouraged
- Give and receive feedback constructively, with an emphasis on the positive
- Use people's names rather than referring to them impersonally as "he" or "she"
- Avoid "blaming" or making attributions
- No discounting or "put-down" of contributions via sarcasm, insult, etc.
- It's ok to take risks; this will require each of us to move out of our comfort zones
- Inclusive language will be used, acknowledging that both males and females are a part of our audience
- Disagreement is acceptable and to be encouraged
- Be open to others' ideas
- No discussion of religion or politics unless directly applicable to topic under discussion
- Avoid distractions during sessions, e.g., serving of tea
- No sleeping during course sessions
- It's ok to ask a person to repeat (either facilitator or participant) if not understood
- Groundrules are open-ended

Competencies for Trainers of Trainers

In the column on the left, for each item, indicate how important you believe the competency is for trainers of trainers. Use the following scale:

5 = Essential
4 = Very Important
3 = Important
2 = Not Very Important
1 = Unimportant

In the second column, for each item, indicate your current level of performance for each of the competencies. Use the following scale:

5 = Excellent
4 = Above Average
3 = Average
2 = Below Average
1 = Poor

Importance	Personal Performance	Content Skills
_____	_____	1. Describes appropriate behavior for conducting a training needs assessment.
_____	_____	2. Models appropriate behavior for conducting a training needs assessment.
_____	_____	3. Describes appropriate behavior for designing training.
_____	_____	4. Models appropriate behavior for designing training.
_____	_____	5. Describes appropriate behavior for developing training.
_____	_____	6. Models appropriate behavior for developing training.
_____	_____	7. Describes appropriate behavior for facilitating training.
_____	_____	8. Models appropriate behavior for facilitating training.
_____	_____	9. Describes appropriate behavior for conducting training evaluations.
_____	_____	10. Models appropriate behavior for conducting training evaluations.

Importance	Personal Performance	
_____	_____	11. Describes appropriate behavior for marketing training programs.
_____	_____	12. Models appropriate behavior for marketing training programs.

Functional Skills

Importance	Personal Performance	
_____	_____	13. Critiques products and methods in needs assessment; training design, development, and facilitation; and evaluation of training, by providing feedback (verbal and video) to trainees which uses behavior description and personal impact statements, facilitating improvement.
_____	_____	14. Establishes appropriate interdependent relationships with co-facilitator (if applicable), trainees, and support staff.
_____	_____	15. Empowers others to develop their own unique training philosophy which includes personal style, values, and ethics statement.
_____	_____	16. Ranks trainees according to their readiness to train others.

Technical Skills

Importance	Personal Performance	
_____	_____	17. Instructs others in use of video camera and playback machine.
_____	_____	18. Instructs others in use of computer for needs assessment, visual aids, and evaluation.
_____	_____	19. Instructs others in the design of training manuals.
_____	_____	20. Instructs others in the use of training manuals.
_____	_____	21. Identifies and describes resource materials useful to trainers.

Models appropriate adaptive behavior, such as:

Importance	Personal Performance	Adaptive Skills
_____	_____	22. capacity and desire for self correction.
_____	_____	23. non-defensiveness in receiving feedback.
_____	_____	24. awareness of strengths and weaknesses and impact on others.
_____	_____	25. taking appropriate responsibility in tasks and relationships.

Competencies for Managing Training

Indicate your own assessment of your current level of performance for each of the following competencies. The competencies included are those that are unique to managing a training and development function and do not include all management competencies. In each case it should be understood that the most effective manager accomplishes his or her competencies using the input of staff.

Circle the appropriate number using the following scale:
5 = Excellent
4 = Above Average
3 = Average
2 = Below Average
1 = Poor

1.	Develop budgets that balance meeting current training needs and developing longer range activities aimed at future performance needs.	5	4	3	2	1
2.	Operate the training and development function within approved budgets.	5	4	3	2	1
3.	Determine the cost benefit of training and development activities.	5	4	3	2	1
4.	Provide resources for ongoing development of self and staff members to expand competency base available within training and development.	5	4	3	2	1
5.	Listen to clients'/customers' needs and help them clarify their needs.	5	4	3	2	1
6.	Develop and maintain clear but flexible job descriptions.	5	4	3	2	1
7.	Select competent and respected personnel for employment.	5	4	3	2	1
8.	Select competent and respected consultants.	5	4	3	2	1
9.	Design appropriate facilities for accomplishing the mission of training and development.	5	4	3	2	1
10.	Acquire appropriate supplies and equipment to accomplish the mission of training and development.	5	4	3	2	1
11.	Develop a mission statement based on a vision for training and development consistent with company mission.	5	4	3	2	1

12. Develop one-year goals and objectives for training and development. 5 4 3 2 1

13. Develop three-year goals for training and development. 5 4 3 2 1

14. Develop a data-base system for maintaining records of trainee achievements. 5 4 3 2 1

15. Develop a data-base system for maintaining records of instructional materials, supplies and equipment. 5 4 3 2 1

16. Develop a training schedule. 5 4 3 2 1

17. Maintain data-base for training functions. 5 4 3 2 1

18. Create and disseminate reports on training functions. 5 4 3 2 1

19. Run well-organized, effective staff meetings. 5 4 3 2 1

20. Uses problem solving tools effectively (e.g., affinity diagrams, brainstorming, pareto charts, force field analysis, etc.) 5 4 3 2 1

21. Foster a sense of teamwork within the staff. 5 4 3 2 1

22. Providing assistance to any staff member on an "as needed" basis. 5 4 3 2 1

23. Provide a mechanism that supports continuous improvement throughout the training and development functions. 5 4 3 2 1

24. Review, update, and enforce company policies. 5 4 3 2 1

25. Modify, add, and delete policies for increased effectiveness in training and development. 5 4 3 2 1

26. Function as a trainer of trainers (see separate competency list).

27. As necessary, function as a trainer (see separate competency list).

Definition of OD

OD is an effort (1) planned, (2) organization-wide, and (3) managed from the top, to (4) increase organization effectiveness and health through (5) planned interventions in the organization's "processes," using behavioral-science knowledge.

Beckhard, 1969, p. 9.

Organization Development
Definition

Organization Development focuses on assuring healthy inter- and intra-unit relationships and helping groups initiate and manage change. Organization development's primary emphasis is on relationships and processes between and among individuals and groups. Its primary intervention is influence on the relationship of individuals and groups to effect an impact on the organization as a system.

McLagan, 1989, p. 7)

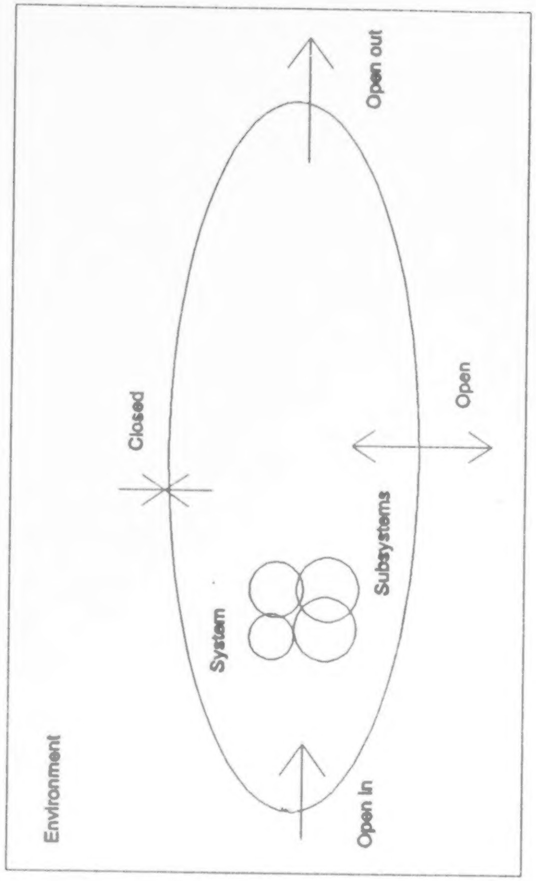
Characteristics of OD

Organization development (OD):

1. Involves a total organizational system
2. Views organizations from a systems approach
3. Is supported by top management
4. Employs third-party change agents
5. Is a planned effort
6. Uses behavioral science knowledge
7. Is intended to increase organizational competence and health
8. Is a relatively long term process
9. Is an ongoing process
10. Relies on experiential learning
11. Uses an action research model
12. Emphasizes goal setting and action planning
13. Focuses on changing the attitudes, behaviors, and performance of groups rather than individuals

Margulies & Raia, 1978

SYSTEMS THEORY



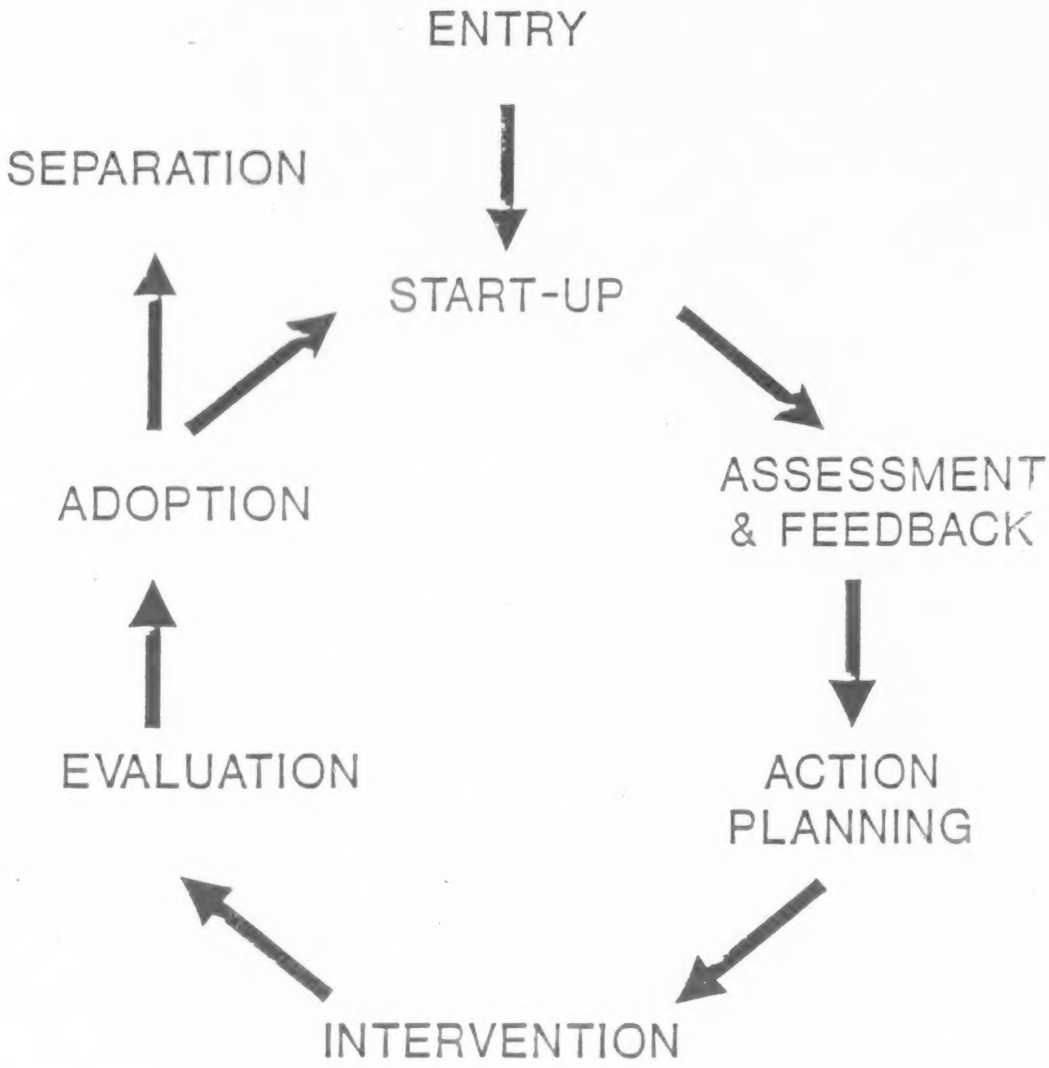

ENTRY
SEPARATION
START-UP
ADOPTION
ASSESSMENT & FEEDBACK
EVALUATION
ACTION PLANNING
INTERVENTION

Figure 1: ACTION RESEARCH MODEL

FROM: McLean, G.N., & Sullivan, R.L. (1990, in press). The essential competencies for internal and external organization development consultants. Organization Development Journal.

Table 4.1 Change Agents and Client System Roles in the Organizational Development Process

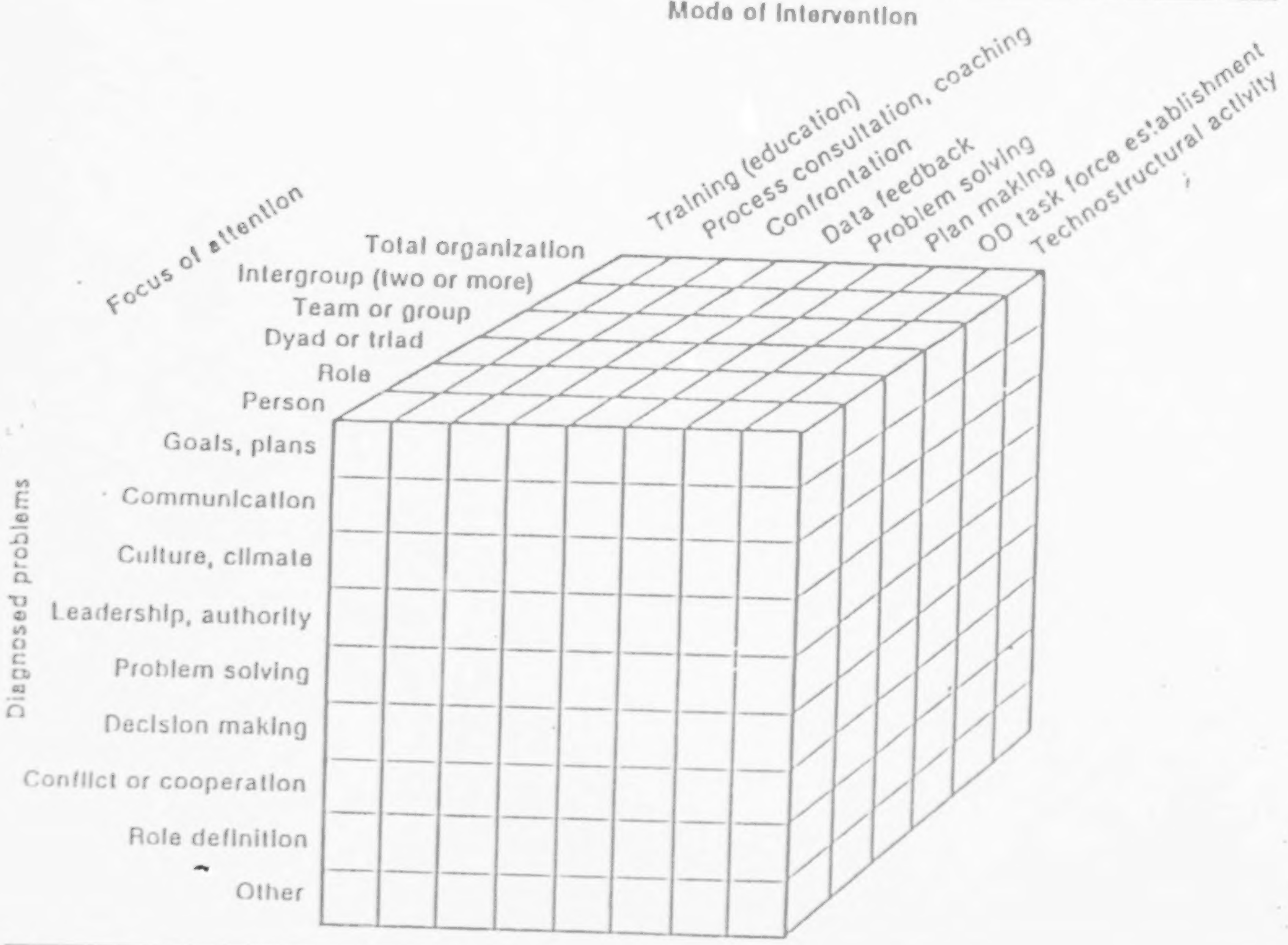
Stage	Purpose	Role of Change Agent	Role of Client System	Dilemmas
Initiation	First information sharing	To provide information on background, expertise, and experience	To provide information on possible needs, relevant problems, interest of management and representative groups	Misrepresentation of the consultant's skill base and background Misrepresentation of organizational interest
Clarification	Further elaboration of initiation stage	To provide details of education, licensure, operative values, optimum working conditions	To provide a detailed history of special problems, personnel, marketplace, internal culture, and organizational politics	Inappropriate determination of who the client is Avoidance of reality testing Inappropriate determination of value orientation
Specification/agreement	Sufficient elaboration of needs, interest, fees, services, working conditions, arrangements	To specify actual services, fees to be charged, time frame, actual work conditions	To specify whose needs are to be addressed, goals, objectives, and possible evaluative criteria or end-state outcomes	Inappropriate structuring of the relationship Inappropriate definition of change problem Collusion to exclude outside parties
Diagnosis	To obtain an unfiltered and undistorted view of the organization's problems and processes pinpointing change targets and criteria	To collect data concerning organizational problems and processes, and to provide feedback	To assist change agent in data collection	Avoidance of problems Misuse of data Distortion and deletion of data Ownership of data Voluntary consent Confidentiality
Goal setting/action planning	To establish the specific goals and strategies to be used	To agree mutually with the client system on the goals and strategies to be used	To agree mutually with the change agent on the goals and strategies to be used	Inappropriate choice of intervention goal and targets Inappropriate choice of operative means Inappropriate scope of intervention

Systems intervention	The intervention into ongoing behaviors, structures, and processes	To intervene at specific targets, at a specific depth	To invest the energy and resources required by planned intervention	Assimilation into culture Inappropriate depth of intervention Coercion vs. choice, freedom, and consent to participate Environmental manipulation
Evaluation	To determine the effectiveness of the intervention strategies, energy, and resources used, as well as the change agent-client system relationship	To gather data on specified targets and report findings to the client system	To analyze the evaluation data and determine effectiveness of the intervention	Misuse of data Deletion and distortion of data
Alteration	To modify change strategies, depth, level, goals, targets, or resources utilized if necessary	To make alteration to meet original goals, or to develop new mutual goals and strategies with client system	To make known needs and expectations, and to provide the context for a modification of the original agreement, if necessary	Failure to change and lack of flexibility Adoption of inappropriate strategy
Continuation/ maintenance	To monitor and maintain ongoing strategies, provide periodic checks, and continue intervention based on original or altered plans and strategies	To specify the parameters of the continuation of the maintenance of the relationship	To provide or allocate the resources required to maintain or continue the intervention	Inappropriate reduction of dependency Redundancy of effort Withholding of services
Termination	To have the change agent disenfranchise self from the client system and establish a long-term monitoring system	To fulfill the role agreed on in previous stages and evaluate overall effectiveness from feedback from the client system	To determine the organization's state of health, and whether it has developed the adaptive change process	Inappropriate transition of change effort to internal sources Premature exit Failure to monitor change

Source: *Adapted from White, L. P. and Wooten, K. C. "Ethical Dilemmas in Various Stages of Organizational Development."* Academy of Management *Review 8, no. 4, 1983, p. 695.*

BEST COPY AVAILABLE

The OD Cube: A Scheme for Classifying OD Interventions


Mode of Intervention
Training (education)
Process consultation, coaching
Confrontation
Data feedback
Problem solving
Plan making
OD task force establishment
Technostructural activity
Focus of attention
Total organization
Intergroup (two or more)
Team or group
Dyad or triad
Role
Person
Diagnosed problems
Goals, plans
Communication
Culture, climate
Leadership, authority
Problem solving
Decision making
Conflict or cooperation
Role definition
Other

Source: Reprinted from Richard Schmuck and Matthew Miles (Eds.), *Organization Development in Schools.* San Diego, Ca: University Associates, 1976. Used with permission.

OIL INDUSTRY INSTITUTE OF TECHNOLOGY CARPENTRY SHOP: PERSONNEL MANAGEMENT AND MANPOWER PLANNING

by
Karamat Azim, Deputy Director, NIPA-Lahore
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In the summer of 1986, the carpentry shop of the Oil Industry Institute of Technology was falling seriously behind its outside work schedule because of the sudden reluctance of one of the foremen to perform his work properly. The carpentry shop was responsible for all repairs and maintenance of the Institute. During the three summer months of June, July and August, when classes were not in session, the carpentry shop had its heaviest work load to prepare all of the facilities for the Institute's reopening in autumn.

The Institute

The institute was founded in 1931 by a British group of companies to train personnel and apprentices in specialized branches of the oil industry through a program of full-time education coupled with work at the refinery in the summer months. The Institute developed gradually over the years, enlarged its program to include specialized courses, and became one of the leading institutions in the oil industry. When the company was nationalized, so also was the Institute.

By 1965 the Institute had grown to include a large building with different wings, together with recreation grounds and gardens. In addition, there was a student hostel with all facilities situated about a kilometer behind the Institute. The student enrollment at the time of this case was about 2500.

The Carpentry Shop

The carpentry shop was responsible for the repair of all facilities at the Institute and the student hostel. The organization of the carpentry shop at the time was as shown in Exhibit 1. Ibrahim Niaz, the carpentry shop supervisor, reported directly to Raza Manan, the Administrative Officer of the Institute, who, in turn, reported to the Principal of the Institute. The carpentry shop was divided into two sections; the Outside Repair Section with Mahmood Khan as its foreman, and the Inside Work Section under Hafiz Assadi as foreman. Both foremen reported directly to Niaz.

The functions of the two sections of the carpentry shop were as follows:

1. Outside Repair Section. This section was responsible for all upkeep of furniture and facilities of the classrooms, offices, and the student hostel. The work

involved on-the-spot repairs of such items as desks, chairs, blackboards, closets, bookcases, cupboards and similar furniture and fixtures that were best repaired where they were located.

2. Inside Work Section. This section worked in the carpentry shop making new items of furniture and fixtures as requested by various departments and as designed and scheduled by Niaz.

The Outside Repair Section was the larger of the two sections, having a leading carpenter and ten ordinary carpenters, as compared with the Inside Work Section with a leading carpenter and six ordinary carpenters. Also, the Outside Repair foreman, Khan, was considered a somewhat senior foreman because of his heavier responsibility, such as answering emergency calls, adjusting his schedule, and reassigning his carpenters to meet these situations. Moreover, the outside carpenters were difficult to supervise because they were continually moving about to various locations to perform their work.

Manan had been the Administrative Officer at the Institute for about ten years. During that time he had made major improvements in the administration of the Institute. He was known for his hard work and great dedication to the Institute and for giving personal attention to student problems and to various administrative departments he supervised. He encouraged his five department heads to visit his office at any time to discuss problems.

Niaz, the carpentry shop supervisor, had worked at the Institute for five years. He was brought to the Institute by Manan as part of his effort to improve the level and type of administrative personnel. Niaz was himself a graduate of the Institute's engineering program several years earlier. Following this the Company had sent him to England for two years of further education and technical experience. On his return to Pakistan, Manan, who had known him as a student, had persuaded him to join the Institute to take charge of the carpentry shop.

Although it was Niaz's long-term ambition to work in oil field maintenance engineering, he accepted Manan's offer at the Institute with the understanding that, when a good position opened in the fields, he would be considered for it. Recently, Niaz's long-standing request for a transfer to fields maintenance had come through, and he was scheduled to go in July to assume his new position. No replacement had been appointed yet, but Manan was looking for an appropriate man from the refinery organization of the Company. During his five years at the Institute, Niaz had done an outstanding job of improving carpentry services. He had built up an efficient and smooth working organization. He had designed and engineered most of the furniture, fixtures and cabinet work for the Institute. He was respected and well liked by his foremen and carpenters, and there was rarely ever any disciplinary problems with his workers.

The Situation in the Carpentry Shop

On July 12, 1986, while making his usual rounds, Niaz noticed that the outside repair work was behind schedule. It occurred to him that, during the last day or two, he had not seen Khan actively supervising and checking the numerous outside repair jobs as he usually did. Niaz, later that day, spoke to Khan about his work falling behind schedule and the need to follow up more closely on the jobs. Khan's response was that "he was doing his best," but he seemed upset about something.

The next day Niaz observed that Khan remained in the shop the entire day without making any effort to go out to check the work in progress. He called Khan to his office around noon and asked him why he was still not doing his job after their conversation yesterday. Khan did not say much but simply shrugged his shoulders and defended himself by saying that he had worked hard for four years and always did his best. His behavior was puzzling to Niaz because Khan was normally a very energetic and conscientious foreman. He had never known him to act this way in the four years he had worked with him. Niaz closed the interview by telling Khan that he hoped that tomorrow he would put his energies into the job as usual in order to catch up with the work schedule.

Niaz was so puzzled by Khan's strange behavior that he mentioned it to Manan at closing time. Manan advised him to wait a day or two and, if the situation did not change, then to visit Khan's house to see if there was any family trouble. He added that Khan was one of their best men, and he would not act that way unless something were bothering him.

On July 16, Niaz made some casual inquiries among the various carpenters and Assadi, the inside foreman, to try to find out what was troubling Khan. They all said that they were as puzzled as he was, and Niaz learned nothing of importance. That evening he paid an informal visit to Khan's house where he was received with the usual hospitality and good spirit by Khan and his family. He observed no family problems of any kind. Everyone seemed to be in good health and happy to see him. The next morning he reported on his inquiries and visit to Manan and added that "for some reason Khan is unwilling to tell me why he is acting this way." Manan said he would look into the matter personally.

On checking Khan's file, Manan found that he was eligible for a pay increase at his next salary review, and that he had been with the Institute for nearly four years and with the Oil Company for six years prior to that. He was 36 years old, married with four children. He had an excellent work record over the entire ten-year period. In the past, he had done an outstanding job as Outside Repair foreman. Although he had very little education and originally joined the refinery as an ordinary worker, Khan had reached the post of carpenter and then foreman through hard work and practical experience. He was respected by his men as a highly skilled carpenter.

Later the same day Manan called Khan into his office. He told him that Niaz had reported on his poor performance during the past few days. He added that he was very disappointed to hear of this, particularly at a time when so much work remained to be done. He told him that he would like to help him and finally asked him, "Why don't you tell us what's bothering you? Why are you lying down on the job at a time like this?" Khan did not say much. He fumbled a few words and said, "I am sorry to be so much of a nuisance. I have worked hard for four years and have always tried to do my best. If Niaz does not think I have been doing a good job, why doesn't he say so? I have always tried hard to please him. If he does not want me anymore, then please transfer me to some other place."

Manan said, "Look, Mahmood, no one has said you have been doing a poor job. Your record with us has been excellent, and we have always counted on you. You are due for an increase at the next review; but as much as I would dislike seeing your record spoiled, you should know that, if you continue to behave as you have these last few days, I will not be able to approve your pay increase, and I will be forced to put a letter of reprimand in your file. However, if you will go back on the job tomorrow and get the work done as you always have, we will forget about the whole matter." Khan's reply was, "Whatever you say, sir. It's up to you." Manan told him to think over what he had said as he left the office.

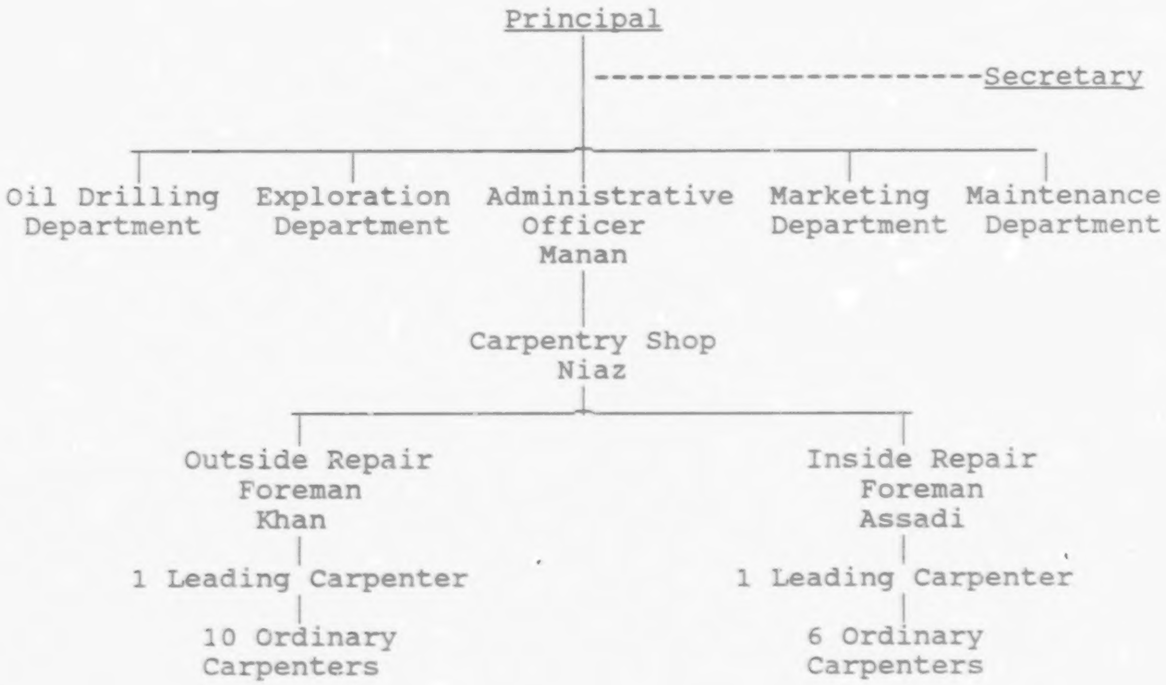
On July 18, the next day, Khan again spent the whole day in his carpentry shop and grumbled to some of his workers about "the lack of appreciation after all I have done." This continued for the next few days during which time Niaz tried several times to persuade him to change his attitude.

On July 22, Khan received a copy of the letter of reprimand that had been placed in his file, and Niaz gave him a "Final Warning" that the Institute would have to take stern measures if he maintained this attitude much longer.

However, this disciplinary action had no apparent effect. Niaz and Manan were uncertain what action they should take at this point. They agreed that the dismissal of Khan should be avoided, if possible. For one thing, it was the policy of the Institute not to dismiss personnel except for the most serious offenses. Administrative staff and workers were carefully selected, giving close attention to their past performance, moral standards, personal character and reliability, with the expectation that once a person was employed he or she would be retained until retirement.

In addition, Niaz pointed out that it would not be easy to locate a well-qualified replacement, and more than that, to find a really good man would take too long at a time when there was so much to be done. He added that Khan's leading carpenter was too young and did not have enough experience to handle the job properly. Finally, Manan felt strongly that Khan's excellent ten-year record could not be disregarded and in a sense obliged them to find out, somehow, what the real difficulty was and to persuade Khan to resume his normal good performance.

EXHIBIT 1
THE INSTITUTE CARPENTRY SHOP
Plan of Organization


Principal
Secretary
Oil Drilling Department
Exploration Department
Administrative Officer Manan
Marketing Department
Maintenance Department
Carpentry Shop Niaz
Outside Repair Foreman Khan
1 Leading Carpenter
10 Ordinary Carpenters
Inside Repair Foreman Assadi
1 Leading Carpenter
6 Ordinary Carpenters

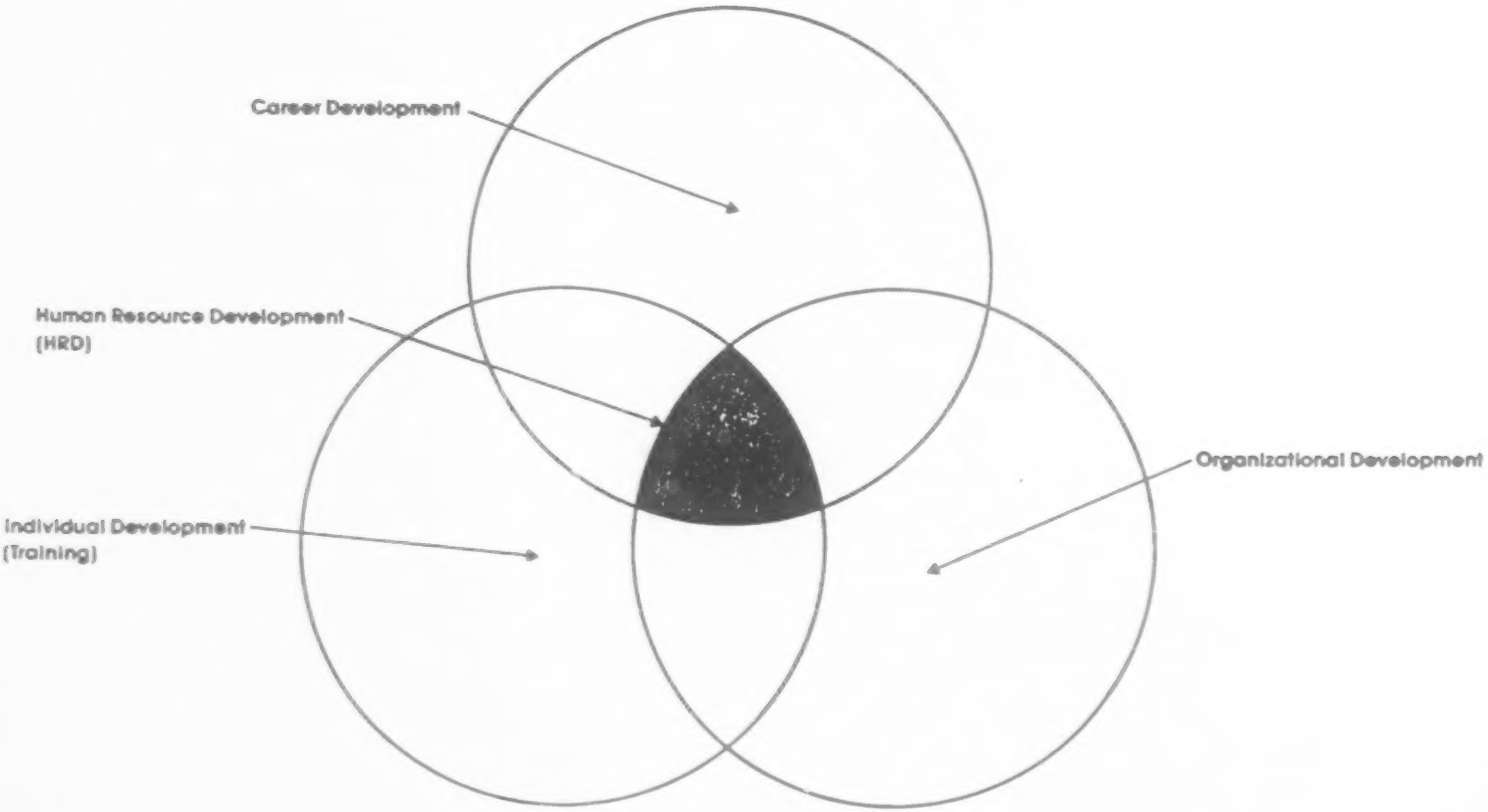
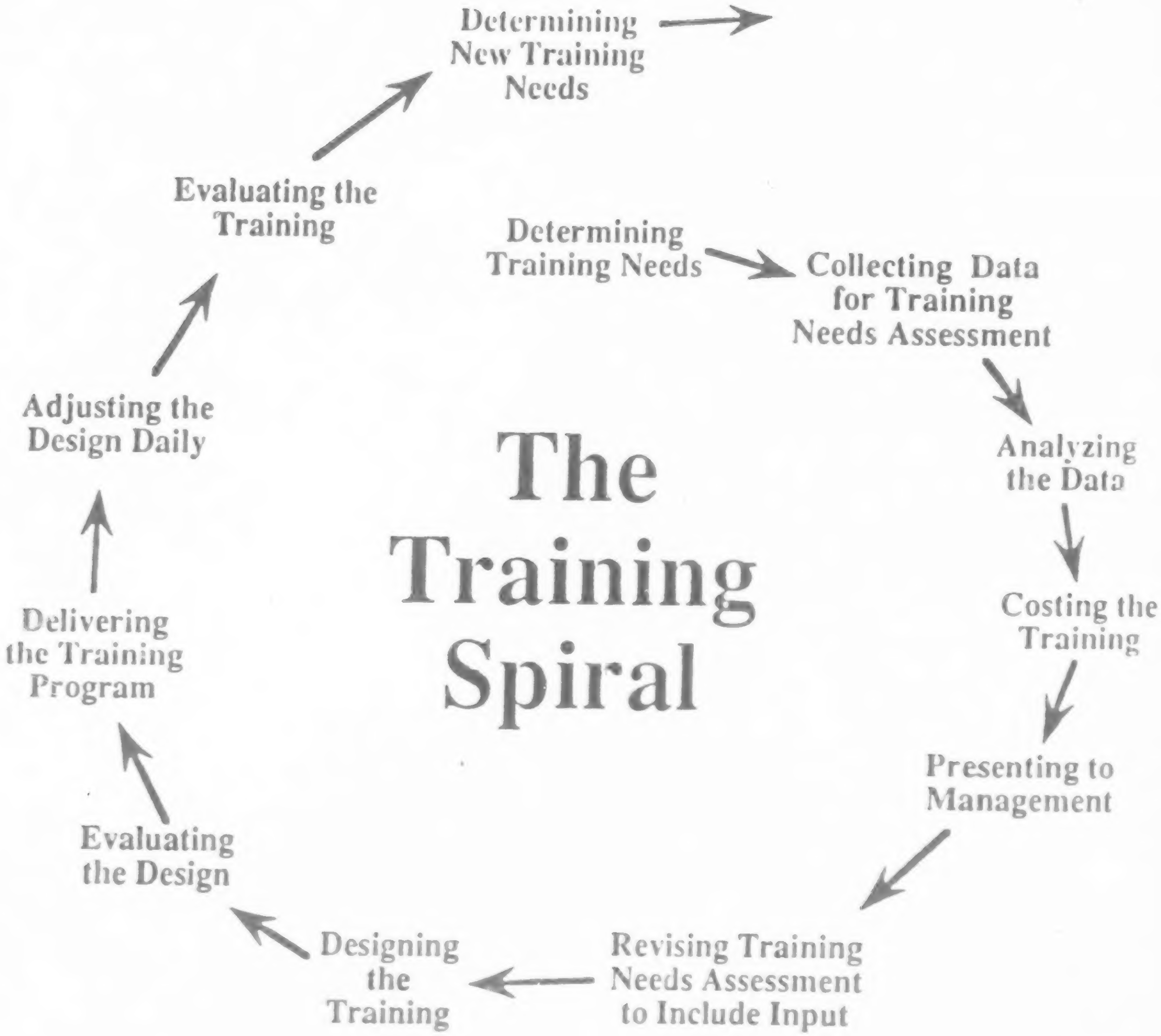

Career Development
Human Resource Development (HRD)
Organizational Development
Individual Development (Training)

Figure 1.5 Human Resource Development

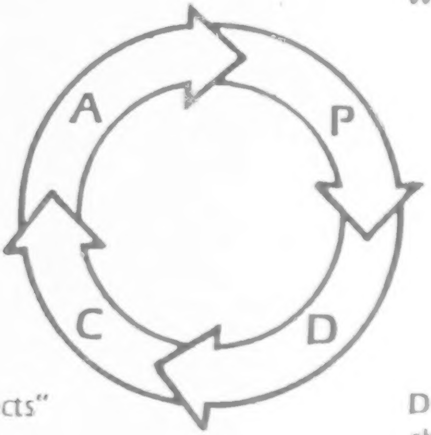

The Training Spiral
Determining Training Needs
Collecting Data for Training Needs Assessment
Analyzing the Data
Costing the Training
Presenting to Management
Revising Training Needs Assessment to Include Input
Designing the Training
Evaluating the Design
Delivering the Training Program
Adjusting the Design Daily
Evaluating the Training
Determining New Training Needs

CYCLES OF TRANSFORMATION EFFORTS

Though no hard and fast rules exist, there seems to be adequate testimony and experience to roughly describe the first "cycles of transformation" for a typical organization. We have chosen "cycles of transformation" as the descriptive phrase because transformation is an iterative process and the Shewhart cycle is an elegant model. Each iteration of the cycle includes:

ACT: Does the data confirm the "plan"? Are other "causes" operating? Are the "risks" of proceeding to further change necessary and worthwhile?

PLAN: What could be? What changes are needed? What obstacles need to be overcome? What are the most important results needed? etc. Are data available? What new information is needed?



CHECK: Measure and observe "effects" of change or test.

DO: Small scale implementation of change or test to provide data for answers.

The plan is then modified by conclusions/answers surfaced in the first cycle. This is then followed by continuous reiteration of all other steps, expanding knowledge and applying understanding, forever.

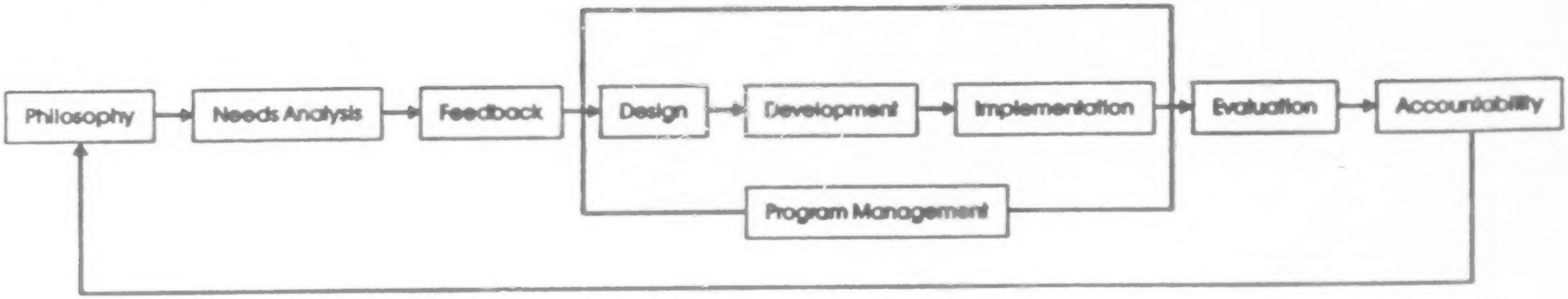

Philosophy
Needs Analysis
Feedback
Design
Development
Implementation
Evaluation
Accountability
Program Management

Figure 10.11 The program planning, design, and evaluation process

FROM: Gilley, J.W., & Eggland, S.A. (1989). Principles of human resource development. Reading, MA: Addison-Wesley, 239.

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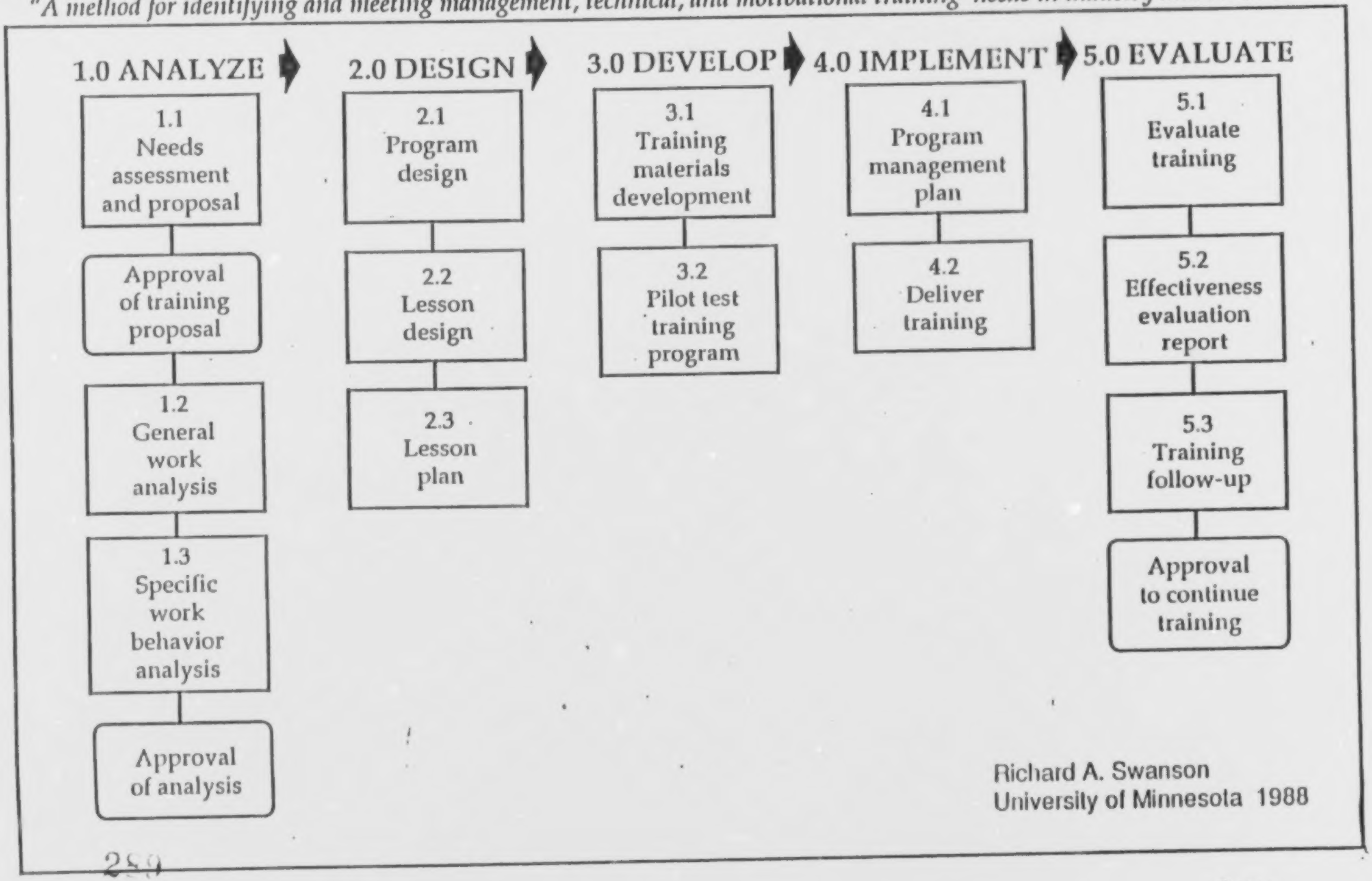
TRAINING TECHNOLOGY SYSTEM

"A method for identifying and meeting management, technical, and motivational training needs in industry and business"



1.0 ANALYZE

- 1.1 Needs assessment and proposal
- Approval of training proposal
- 1.2 General work analysis
- 1.3 Specific work behavior analysis
- Approval of analysis

2.0 DESIGN

- 2.1 Program design
- 2.2 Lesson design
- 2.3 Lesson plan

3.0 DEVELOP

- 3.1 Training materials development
- 3.2 Pilot test training program

4.0 IMPLEMENT

- 4.1 Program management plan
- 4.2 Deliver training

5.0 EVALUATE

- 5.1 Evaluate training
- 5.2 Effectiveness evaluation report
- 5.3 Training follow-up
- Approval to continue training

Richard A. Swanson
University of Minnesota 1988

THE CRITICAL EVENTS MODEL

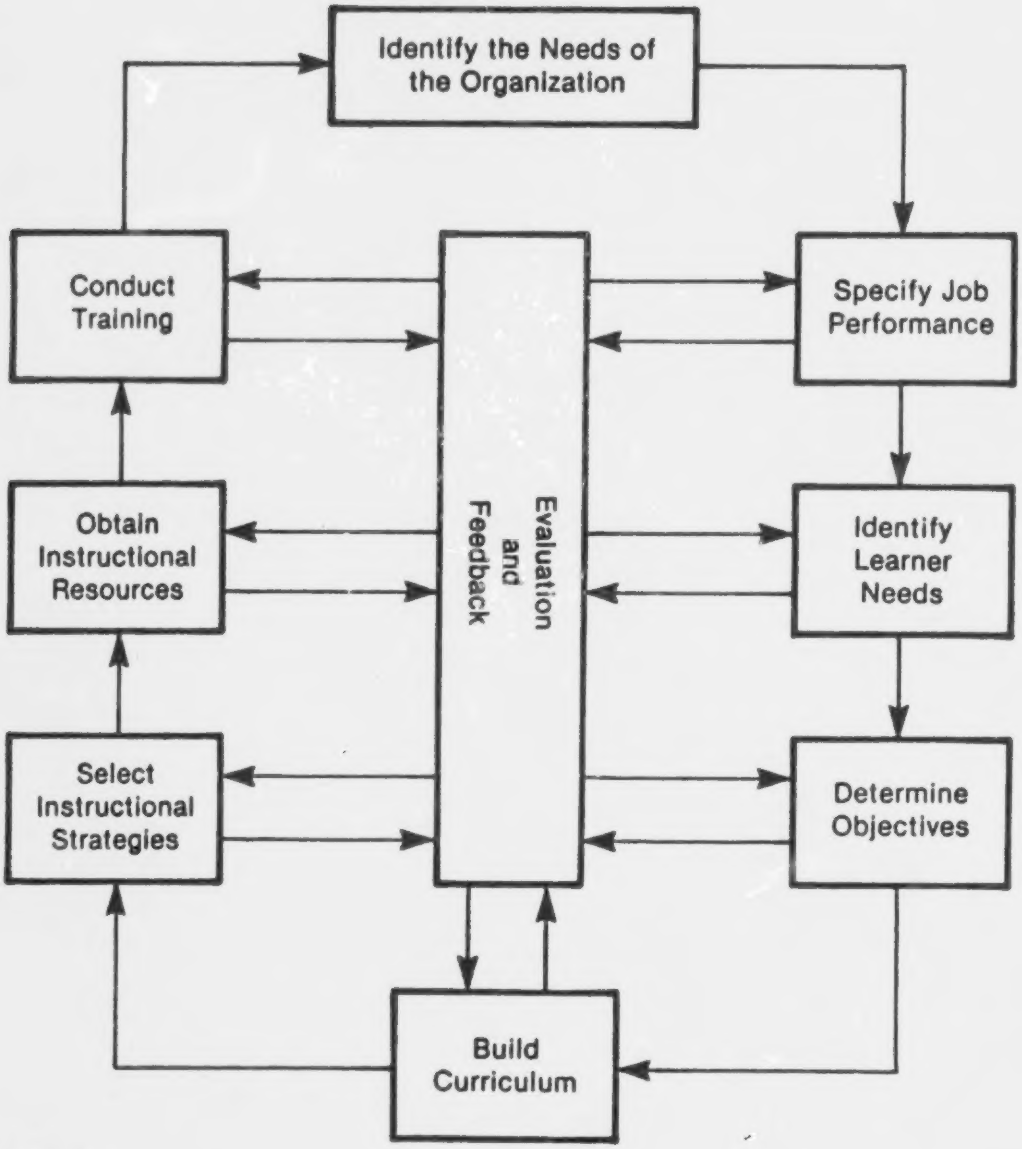

Identify the Needs of the Organization
Specify Job Performance
Identify Learner Needs
Determine Objectives
Build Curriculum
Select Instructional Strategies
Obtain Instructional Resources
Conduct Training
Evaluation and Feedback

Figure 1.2

FROM: Nadler, L. (1982). Designing training programs: The critical events model. Reading, MA: Addison-Wesley.

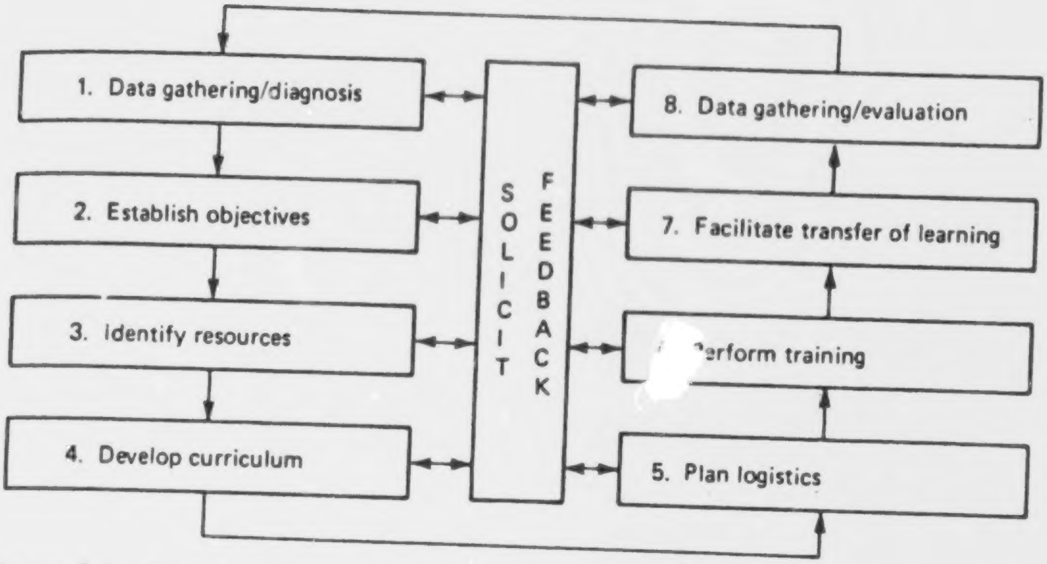

1. Data gathering/diagnosis
2. Establish objectives
3. Identify resources
4. Develop curriculum
SOLICIT
FEEDBACK
8. Data gathering/evaluation
7. Facilitate transfer of learning
Perform training
5. Plan logistics

Figure 1.1 Sequential model of an effective training process.

FROM: Camp, R.R., Blanchard, P.N., & Huszczo, G.E. (1986). *Toward a more organizationally effective training strategy & practice*. Englewood Cliffs, NJ: Reston.

APPENDIX B

Philosophical Orientations to Training Style

	Behaviorist	**Structuralist**	**Functionalist**	**Humanist**
Orientation to Teaching-Learning	New behavior can be caused and "shaped" with well-designed structures around the learner.	The mind is like a computer the teacher is the programmer.	People learn best by doing, and they will do best what *they* want to do. People will learn what is practical.	Learning is self-directed discovery. People are natural and unfold (like a flower) if others do not inhibit the process.
Basic Assumptions	Training designers select the desired end behaviors and proceed to engineer a reinforcement schedule that systematically encourages learners' progress toward those goals. Imaginative new machinery has made learning fun and thinking unnecessary. Learners often control the speed.	Content properly organized and fed bit-by-bit to learners will be retained in memory. Criterion tests will verify the effectiveness of teaching. The teacher "keeps people awake" while simultaneously entering data—a much envied skill.	The learner must be willing (or motivated) by the process or the product, otherwise it is useless to try teaching. Performance "on-the-job" is the true test. Opportunity, self-direction, thinking, achieving results, and recognition are important.	"Anything that can be taught to another is relatively inconsequential (Rodgers) Significant learning leads to insight and understanding to self and others. Being a better human is considered a valid learning goal.
Key Words and Processes	·stimulus-response ·practice ·shaping ·prompting ·behavior modification ·pinpointing ·habit formation ·reward and punishment ·teaching machines ·environmental design ·successive approximation ·sensitizing ·extinction ·token economy ·mastery	·task analysis ·lesson planning ·information mapping ·chaining ·sequencing ·memory ·audiovisual media ·presentation techniques ·standards ·association ·evaluation ·measuring instruments ·objectives ·recitation	·problem solving ·simulation ·"hands on" ·reasoning ·learner involvement ·reality-based consequences ·achievement ·failure ·confidence ·motivation ·thinking ·competence ·discipline ·recognition ·feedback ·working	·freedom ·individuality ·ambiguity ·awareness ·spontaneity ·mutually ·openness ·interaction ·experiential learning ·congruence ·authenticity ·listening ·cooperation ·feelings

(Continued)

APPENDIX B *(CONTINUED)*

	Behaviorist	**Structuralist**	**Functionalist**	**Humanist**
Interpersonal Style	Supportive emphasis on controlling and predicting the learner and learning outcomes—cooperative, stimulus-response mentalities are valued. Process is product centered.	Directive: planning organization, presentation, and evaluation are featured. Process is teacher centered.	Assertive: a problem-focused, conditional, confrontational climate—striving, stretching, achieving. Process is task oriented and learner centered.	Reflective authenticity. Equality and acceptance mark relationship. Process is relationship centered.
Strengths	"The Doctor": clear, precise, and deliberate, low risk, careful preparation, emotionally attentive, complete security for learners, a trust builder, everything "arranged", protective, patient, in control.	"The Expert": Informative thorough, certain, systematic, stimulating, good audiovisual techniques, well rehearsed, strong leader, powerful, expressive, dramatic, entertaining.	"The Coach": emphasizes purpose, challenges, learners, perform and make mistakes, takes risks, gives feedback, builds confidence, persuasive, gives opportunity and recognition.	"The Counselor": sensitive, empathic, open, spontaneous, creative, non-evaluative, accepting, responsive to learners, facilitative, interactive, helpful.
Limitations	"The Manipulator": fosters dependence, overprotective, controlling, manipulative "for their own good", sugar coating, hypocritical agreeing, deceptive assurances, withholds data.	"The Elitist": preoccupied with means, image, or structure rather than results; ignores affective variables, inflexible (must follow lesson plan), dichotomous (black or white) thinking, superior.	"Sink or Swim": ends justify means, loses patience with slow learners, intimidating, insensitive, competitive overly task oriented, opportunistic, return-on-investment mentality.	"The Fuzzy Thinker": vague directions, abstract, esoteric, unconcerned with clock time, poor control of group, resists "teaching", appears unprepared.

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FROM: Gilley, J.W., & Eggland, S.A. (1989). Principles of human resource development. Reading, MA: Addison-Wesley, 147-8.

DAY 2

GROUP PROCESS

I GROUP DYNAMICS

- A. Characteristics of all groups
- B. Team Building
- C. Stages of Team Development

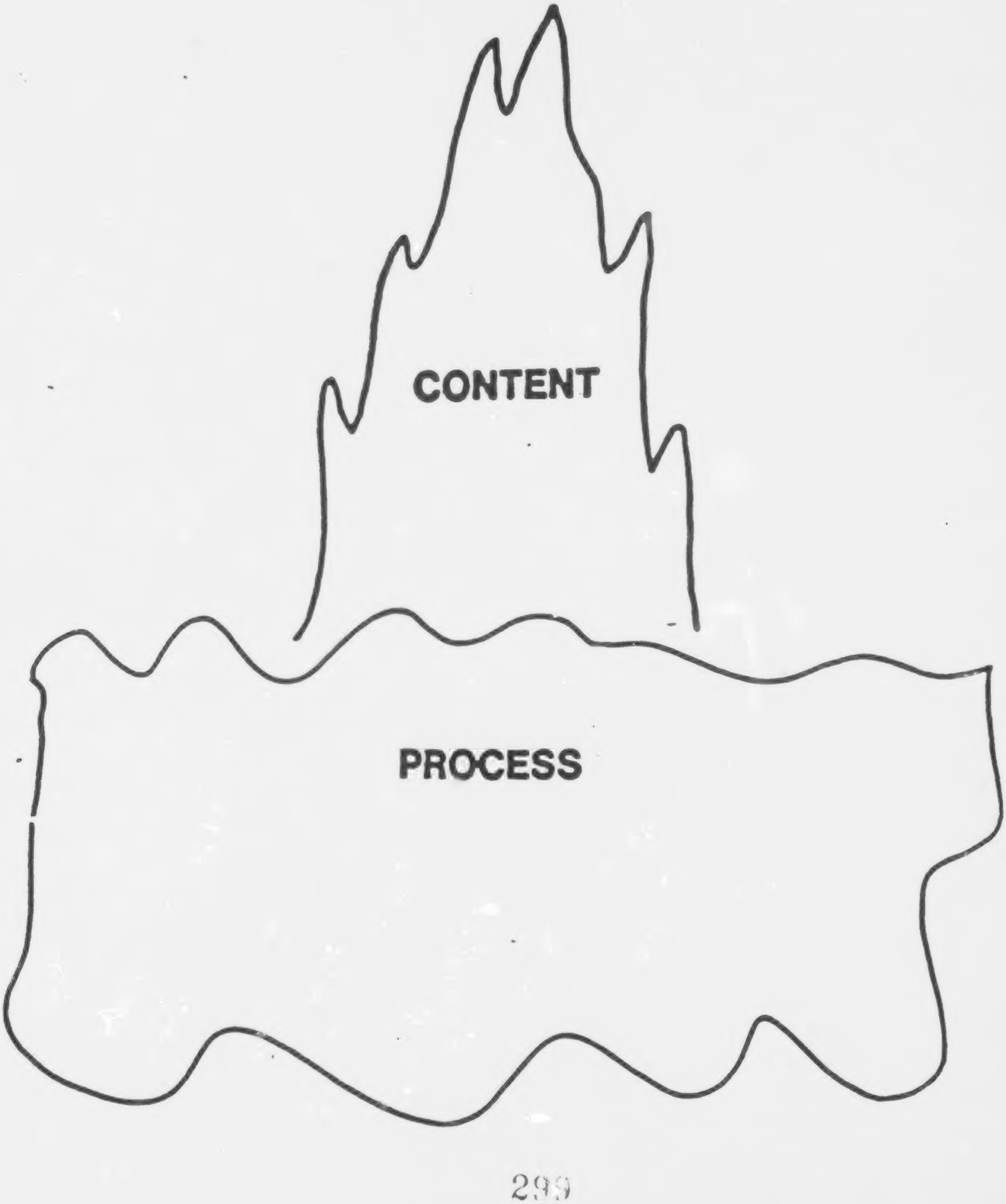
II FACILITATING & HANDLING GROUPS

- A. Group Needs
- B. Climate
- C. Guideline for Group Process
- D. Group Responsibilities
- E. Resistance & Discipline
- F. Group Attitudes

III MOTIVATION

- A. Creating a Positive Climate
- B. Strategies

CONTENT AND PROCESS


CONTENT
PROCESS

1.

Exercise 10—Observing Group Process

Observation Format 7 (Intermediate) Group Task Needs

Instructions: Copy the chart below or create a larger version on your own. Enter the names of team members along the top. Enter checkmarks or comments in the appropriate boxes when you see one of the behaviors.

Initiating Gets a conversation going, keeps it going by defining problems, suggesting procedures, proposing tasks, stimulating ideas.					
Information or Opinion Seeking Drawing out relevant information, opinions, ideas, suggestions, or concerns from the group.					
Information or Opinion Giving Shares relevant information, opinions, beliefs, information, suggestions, and concerns.					
Clarifying and Elaborating Clears up confusion, gives examples, points out issues and alternatives, shares interpretations of what's been said.					
Summarizing Pulls together what's been said, organizes related ideas, restates suggestions, offers conclusions for the group to accept or reject.					
Terminating Moves the group towards decision or action (checking for consensus, agreement, or disagreement).					
Use of Data Presents data to back up statements, suggests what data to collect to verify opinions.					

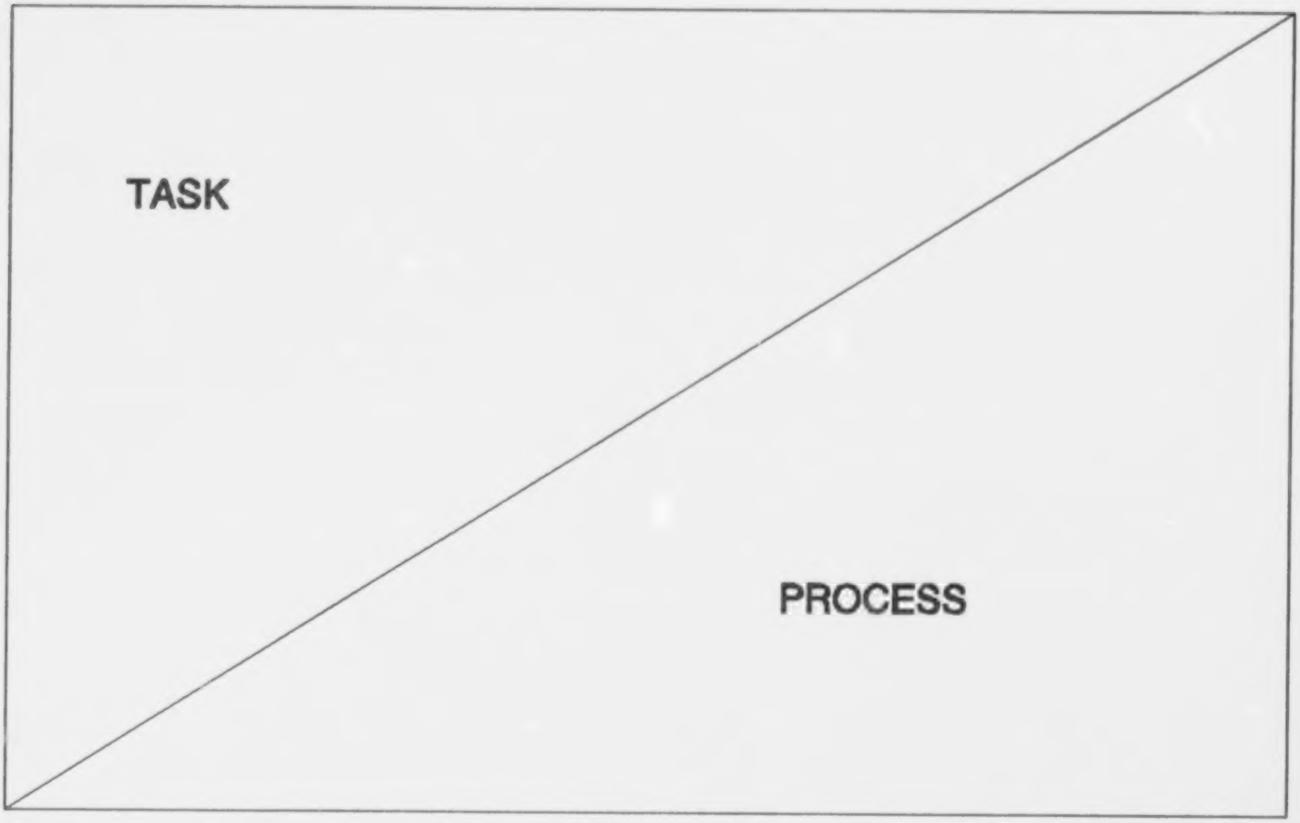
Exercise 10—Observing Group Process

Observation Format 8 (Intermediate) Group Relations Needs

Instructions: Copy the chart below or create a larger version on your own. Enter the names of team members along the top. Enter checkmarks or comments in the appropriate boxes when you see one of the behaviors.

Encouraging Is friendly, warm, and responsive; uses eye contact and "uh-huhs."					
Approval/Acceptance Non-verbal or verbal approval of another member's participation.					
Group Sensitivity Senses and expresses group feelings and moods. Aware of significant shifts in tone.					
Harmonizing/Compromising Reduces tension, works out disagreements, admits error, changes proposals to help the group, looks for middle ground.					
Gate-Keeping Helps to keep communication channels open, helps others to participate, throttles dominating speakers, encourages non-contributors.					
Sharing Feelings Sharing personal feelings with the team, getting others to express their feelings					

Task - Process Continuum



TASK

PROCESS

ELEMENTS FOR EFFECTIVE TEAMS

- Clear group goal.
- High trust.
- Feelings expressed.
- Ability to work through conflict.
- Members' skills used.
- Democratic decisions.
- Tasks accomplished.

ADDRESS INDIVIDUAL NEEDS BY:

- Relating to people as individuals.
- Rewarding and praising.
- Encouraging and motivating.
- Providing independent work.
- Recognizing and using individual differences.

CLIMATE

1. Goals
   a. Support and respect.
   b. Commitment.
2. How to establish a positive climate.
   a. Ice breakers.
   b. Trainer actions.
   c. Trainer attitudes.
   d. Trainer language.

GUIDELINES FOR GROUP PROCESS

1. Five is an excellent number.
2. People need to be liked and respected.
3. Working with several people complicates matters.
4. Every group has a process.
5. The process is as important as the product.
6. Groups should strive for democratic process.
7. Process awareness is the key.
8. Have a timed agenda.
9. Goals and decisions need to be clear.

10. Conflict is OK and not to be avoided.
11. All rules taken casually.

Fishbowl Questions

- ✓ How did you feel about your own participation as a fishbowl member?
- ✓ How did you feel about your own participation as an observer?
- ✓ How did you feel about the product (the list) generated by your group?
- ✓ How could your own participation be changed to improve the group process?

Inference-observation Exercise

Read the following little story. Assume that all the information in it is definitely accurate and true.

Next read the statements about the story and check each to indicate whether you consider it true, false or "?". "T" means that the statement is definitely true on the basis of the information presented in the story. "F" means that it is definitely false. "?" means that it may be either true or false and that you cannot be certain which on the basis of the information presented in the story. If any part of a statement is doubtful, make it "?".

The Story

A businessman has just turned off the lights in the store when a man appeared and demanded money. The owner opened a cash register. The contents of the cash register were scooped up, and the man sped away. A member of the police force was notified promptly.

Statements about the Story

1. A man appeared after the owner had turned off his store lights. T F ?
2. The robber was a man. T F ?
3. The man who appeared did not demand money. T F ?
4. The man who opened the cash register was the owner. T F ?
5. The store owner scooped up the contents of the cash register and sped away. T F ?
6. Someone opened a cash register. T F ?
7. After the man who demanded the money scooped up the contents of the cash register he ran away. T F ?
8. While the cash register contained money, the story does not say how much. T F ?

9. The robber demanded money of the owner. T F ?

10. A businessman had just turned off the lights when a man appeared in the store. T F ?

11. It was broad daylight when the man appeared. T F ?

12. The man who appeared opened the cash register. T F ?

13. No one demanded money. T F ?

14. The story concerns a series of events in which only three persons are referred to: the owner of the store, a man who demanded money, and a member of the police force? T F ?

15. The following events occurred: someone demanded money, a cash register was opened, its contents were scooped up, and a man dashed out of the store. T F ?

The story and statements are a portion of the "Uncritical Inference Test", copyrighted 1955, 1964, 1967, 1972 by William V. Haney. The full length test is available for educational purposes from the International Society for General Semantics, PO Box 2469, San Francisco, CA 94126, USA.

Definition of Consensus

CONSENSUS is the willingness of individual members of a group to support a group decision. While individuals may not be 100 percent in favour of a decision, they give up active opposition against the decision of the group.

Inference-Observation Exercise

Debriefing Worksheet

✓ What decision-making process did the group use?

✓ How did you decide on what decision-making process to use?

✓ Was it effective? Why?

✓ How could you have improved the process?

✓ Who assumed task leadership functions and how effective was the person?

✓ Who assumed process leadership functions and how effective was the person?

✓ How well did you utilize group resources?

✓ How were disagreements handled?

✓ Was participation balanced?

Advantages and Disadvantages of Various Forms of Decision-Making

Consensus - Pros

More effective for long-term buy-in
Better morale among participants
If the problem is complex, more perspectives emerge
Assignments more likely to be carried out if participants feel that they have had an influence on the decision

Consensus - Cons

More time consuming
Someone may be forced to give up a better decision; "Groupthink"
May not be effective use of time if significance of the problem is not great
Individuals may feel forced to "go along" with the group
Participants may not take ownership of the decision, so follow-through may be lacking

Majority Rule - Pros

Allows individuals to stay true to their beliefs
Allows individuals to keep face with constituents (maintain a voting record)
Works well in formal, highly-structured settings with time constraints
Allows democratic process to work
Quick way to resolve matters with divergent points of view

Majority Rule - Cons

Minority viewpoint doesn't feel listened to
People vote only for the record
No middle ground to incorporate both sides
Popular view may not always be the best view

Autocratic - Pros

Can act quickly in case of an emergency
Efficiency of time, especially if decision is of little consequence to others
If "wise autocrat," the quality of decisions can be good

Autocratic - Cons

People eventually react to be controlled (sabatoge, resistance, destructive conflict)
If "unwise autocrat," no system for checks and balances
Low morale and productivity

Consultative - Pros

Involves others, so there is some ownership of decisions, though less than with consensus
Highlights different points of view to inform the decision without time being consumed to reach an agreement
Clear accountability of decision-making

Consultative - Cons

If people give input, they sometimes resent not making decisions
If parameters are not clearly laid out up front about who will make the decision, people sometimes feel betrayed
Dependent on the wisdom and synthesis ability of one person

Fate - Pros

Consumes little time
Because decision is random, no one feels "picked on" in the outcome
If the decision is not amenable to rational decision-making, a decision based on "fate" is as good as any other

Fate - Cons

Decision reached is not a rational one; it is based simply on "fate"
People have no influence or impact on the decision
People may resent the decision-maker who made the decision to go on "fate"

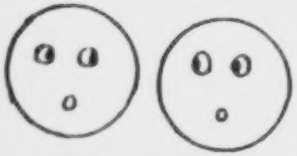
Averaging - Pros

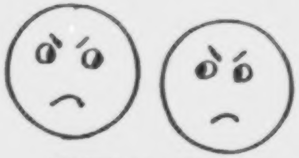
Everyone feels that he or she had some impact on the decision; compromise
The position taken by the largest number is adopted, keeping the largest group of participants happy
Same as majority rule if only two sides to a decision

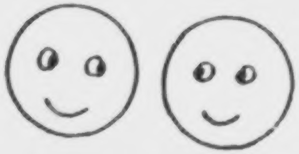
Averaging - Cons

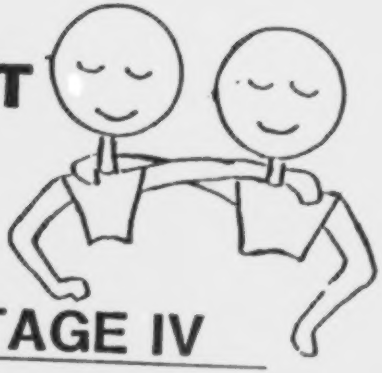
No one gets everything that he or she wanted in the decision
Lack of creative problem solving
Same as majority rule if only two sides to a decision

STAGES OF GROUP DEVELOPMENT









STAGE I	STAGE II	STAGE III	STAGE IV
Form	Storm	Norm	Perform

INDICATIONS OF RESISTANCE

1. Excessive questioning
2. Numerous side conversations.
3. Minimum participation.
4. Questions aimed at trapping the instructor.
5. Participants who appear sleepy.
6. Refusal to participate.
7. Disruptive behavior.
8. Questions that challenge the relevance of the training or the ability of the instructor.

CAUSES OF RESISTANCE

1. Training has little relevance.
2. Participant is too busy at work.
3. Participant does not understand the training's relevancy.
4. Participant has an outside problem.
5. Participant has a problem with a supervisor or subordinate.
6. Participant has had negative training experiences.
7. Participant has a disruptive behavior characteristic.

AVOIDING RESISTANCE

1. Enforce rules fairly.
2. Be up to date with current practice.
3. Know the needs of the learners.
4. Feel secure in learner relationships.
5. Be sincerely interested in people and instruction.
6. Behave in a professional manner.
7. Use reason and good interpersonal relationships.

OVERCOMING RESISTANCE

1. Stay cool.
2. Decide whether to ignore it.
3. Look inward.
4. Consult.
5. Help learners get out of trouble.
6. Offer opportunities for learners to react.
7. Help learners "save face".
8. Ask other members for help.
9. Don't overreact.
10. Keep a sense of proportion.
11. Use humor.
12. Confront. Move toward trouble.
13. Censor the act, not the person.
14. Allow learners to cool off.
15. Ask them to leave.

GROUP IS LOST AND CONFUSED AND WANTS TO GET TO WORK

SYMPTOMS	Members ask directions, complain about wasting time and feel the discussion lacks organization. Say they want to do something.
REASON	Group has begun it's role structure. Wants to leave social matters and get to work. Goals may not be clear.
WHAT TO DO	

GROUP IS RESISTANT, ANTAGONISTIC, HOSTILE TOWARD EACH OTHER

SYMPTOMS	Members showing off, proving their worth. Members argue and come in conflict.
REASON	Tension caused by role and status struggles.
WHAT TO DO	

GROUP IS TIRED, APATHETIC, DULL

SYMPTOMS	Members lack interest. Low response rate. Tired, yawning, quiet, polite.
REASON	Low motivation: tension.
WHAT TO DO	

GROUP CONTAINS A "KNOW-IT-ALL"

SYMPTOMS: One member of the group dominates discussion, constantly corrects other participants and the facilitator, always has a story that is one better than the one just shared by someone else.

REASON: Sometimes such a person really does have expertise and experience to be shared with the group. Usually, however, it is an indication of poor self-concept and the need to have the limelight.

WHAT TO DO:

DIRECTIONS FOR ROLE PLAY

1. Read through the assigned role play in the participant manual.
2. Using the flipchart provided, brainstorm possible options for handling the situation. (10 minutes)
3. Select the most and least desirable way to deal with the situation.
4. Assign person to be the facilitator.
5. Assign how members of the group will act.
6. Practice the role play, showing first what's going wrong in the group. Then the facilitator makes an intervention to assist the group. Allow the group to continue following the intervention, to note the impact. (13 minutes)
7. Present the role play to the large group for their feedback. (4 minutes each)

DAY 3

Instructions for Using Harvard Graphics for Producing Bar Charts to Feedback Data Analysis

Purpose: Harvard Graphics is a versatile package that permits the development of several graphics options. In this lesson, it will be used to produce bar charts to present the results of the needs assessment. Line charts can also be produced, though directions for doing this will not be included in this job aid. Students with time available may wish to try some of the other options available on Harvard Graphics for creating charts.

Directions:

Step 1: Boot up Harvard Graphics by keying HG after C:\. (Depending on how the program has been set up, you may need to key cd\HG, instead.) Then key HG again after C:\HG>.

Step 2: Harvard Graphics uses "window" "menus." The first window looks like this:

```
Create new chart
Enter/Edit Chart
Draw/Annotate
Get/Save/Remove
Import/Export
Produce output
      |
      |
Exit
```

While this menu is displayed, press F8. This will reveal a new window. The arrow should be pointing at Portrait, which means that the resulting page will be printed vertically. If it is pointing at Landscape and if you do not want to print your page horizontally, press the down arrow, which will move the arrow on the screen to Portrait. If the arrow is already pointing at Portrait, simply hit the Return or Enter key. You should not need to change the default options for the other two categories displayed on this new menu. Simply hit the Return or Enter key two more times. The new window will disappear and the first menu will be the only one left on the screen.

Since you have not yet entered anything, "Create new chart" will automatically be highlighted. Hit enter.

Step 3: This will highlight another "window" which you saw when producing your charts. This time, select the third option, "Bar/Line," and hit enter.

the example, this is shown as July 2, 1990). No other changes are needed on this screen.

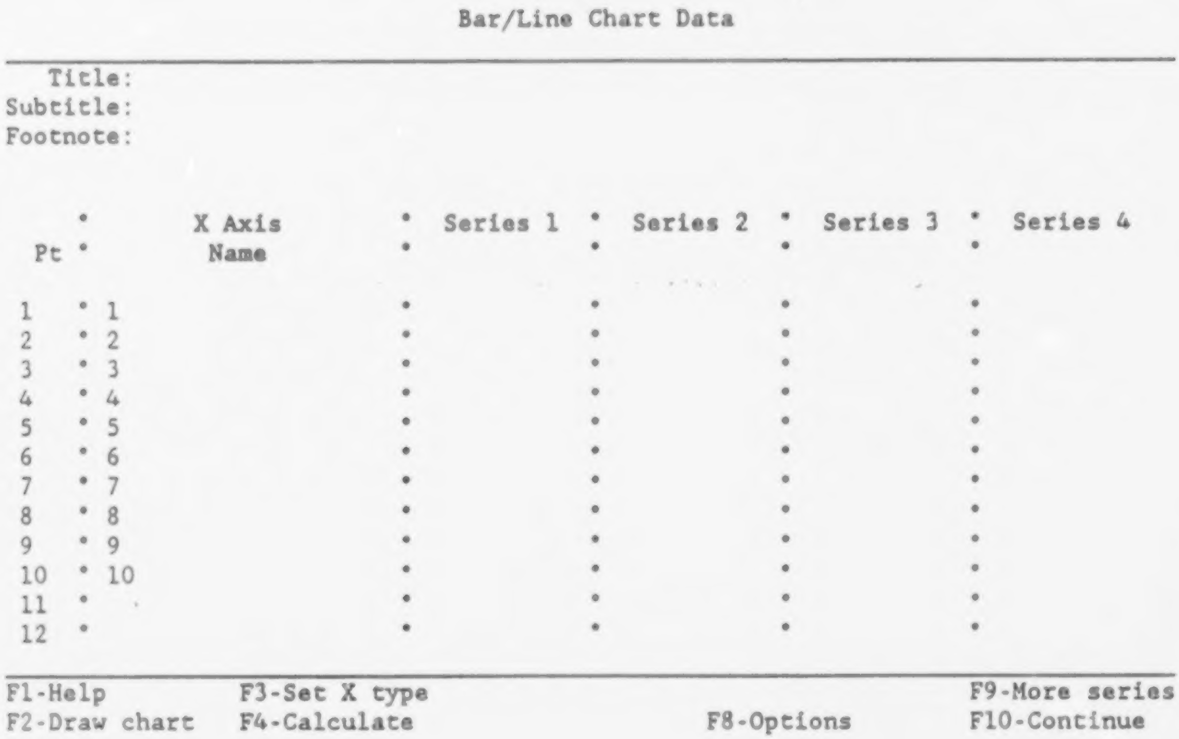
```
                    Bar/Line Chart  Titles & Options  Page 1 of 4
------------------------------------------------------------------------------
               Title:          Results of Needs Assessment
               Subtitle:       ATDW Workshop

               Footnote:       Scale of 1 to 5


               X  axis title: Question
               Y1 axis title:
               Y2 axis title:
 Legend                      *             Type                * Display * Y Axis
 Title:                      * Bar   Line  Trend   Curve   Pt  * Yes  No * Y1  Y2

 1 * July 2, 1990            *             Bar                 *  Yes    *  Y1
 2 * Series 2                *             Bar                 *  Yes    *  Y1
 3 * Series 3                *             Bar                 *  Yes    *  Y1
 4 * Series 4                *             Bar                 *  Yes    *  Y1
 5 * Series 5                *             Bar                 *  Yes    *  Y1
 6 * Series 6                *             Bar                 *  Yes    *  Y1
 7 * Series 7                *             Bar                 *  Yes    *  Y1
 8 * Series 8                *             Bar                 *  Yes    *  Y1
------------------------------------------------------------------------------
F1-Help                        F5-Attributes   F7-Size/Place
F2-Draw chart                                  F8-Data               F10-Continue
```

<u>Step 6</u>: When you are finished, you can see what you did by hitting F2. <u>Don't panic with what you see</u>. The computer program has default sizes that it uses, and your material may be too much for the default sizes.

When you have seen what you have done, hit F10, which will return you to your chart.

<u>Step 7</u>: Hit F7. This will reveal a series of numbers and letters at the left of your screen. Now, you can change the size of print and whether it is printed in the center (C, the default), to the left (L) or to the right (R).

The default sizes are 8 for the title, 6 for the subtitle, and 2.5 for the footnote. The larger the number, the larger the print. Change the numbers to experiment with the appearance of your chart. Use the enter key to move to the next line; the arrow keys can also be used. Use the tab key if you want to change the L, C, or R. At any point you can hit F2 to see



```
                           Bar/Line Chart Data
   ____________________________________________________________________________
     Title:
  Subtitle:
  Footnote:

        •        X Axis        •  Series 1  •  Series 2  •  Series 3  •  Series 4
    Pt  •         Name         •            •            •            •

    1   • 1                    •            •            •            •
    2   • 2                    •            •            •            •
    3   • 3                    •            •            •            •
    4   • 4                    •            •            •            •
    5   • 5                    •            •            •            •
    6   • 6                    •            •            •            •
    7   • 7                    •            •            •            •
    8   • 8                    •            •            •            •
    9   • 9                    •            •            •            •
    10  • 10                   •            •            •            •
    11  •                      •            •            •            •
    12  •                      •            •            •            •
   ____________________________________________________________________________
  F1-Help           F3-Set X type                                F9-More series
  F2-Draw chart     F4-Calculate                 F8-Options      F10-Continue
```

The cursor will be at the space following "Title." Enter your title: "Results of Needs Assessment." Hit enter. Now enter the name of the workshop for which you are providing feedback. Hit enter. With the cursor following Footnote, indicate the scale used on the instrument, e.g., "Scale of 1 to 5." Hit enter.

The screen has already indicated the number of the question for the 10 points specified. Hit the tab key to move under "Series 1." Enter the average score for the first question, followed by hitting enter. Continue this until the average has been entered for all 10 questions.

Step 6 Hit F8, "Options." The screen that is revealed is shown on the next page.

A label is needed for the X-axis. Hit the enter key often enough to position the cursor opposite "X axis title." Since we have entered the number of the question for the first 10 questions of the needs assessment, enter "Question" and hit enter. No labels are needed for the Y-axis. Hit enter until the cursor is on what is now labelled "Series 1." Since we are going to enter data now only for the first needs assessment, enter the date of the needs assessment (in

Step 4: This will reveal another screen:

```
                          Bar/Line Chart Data
 ______________________________________________________________________
   Title:
Subtitle:
Footnote:
                            X Data Type Menu
         .      _______________________________________________________
   Pt    .   Name        Day         Week      Month     Quarter   Year
             Month/Day   Month/Yr    Qtr/Yr    Time      Number
         .
         .   X data type:   Name
         .
         .   Starting with:                    Ending with:
         .   Increment:
         .
         .
         .                  .           .           .           .
         .                  .           .           .           .
         .                  .           .           .           .
         .                  .           .           .           .
         .                  .           .           .           .
         .
 ______________________________________________________________________
                                                          F9-More series
F1-Help           F3-Set X type                           F10-Continue
F2-Draw chart     F4-Calculate               F8-Options
```

"Name" will automatically be highlighted and shown opposite "X data type." Since we want to label our X-axis with "Question," and we are not interested in presenting information that goes across a time frame, hit enter.

The cursor will move to the spot following "Starting with." Since we are going to present the average response for each of the questions in the needs assessment instrument, enter "1" (the first question). The cursor then moves to "Ending with." We do not want to have a chart that is crowded.. Ten bars is about the maximum that can be shown on one chart. Therefore, enter "10." Finally, on this screen, the cursor will move to "Increment." Since we are going to present the average for all questions between 1 and 10, in increments of 1, enter "1."

To move to the next screen, hit F10.

Step 5: The next screen will appear as follows:

what your page is looking like. Hit F10 to get back to the chart itself.

Step 8: When you are satisfied with the appearance of the chart, hit F10. This will take you back to the first window you saw. You are now ready to print. Move the arrow to highlight "Produce Output." Hit enter. On the next window, use the first item, which is the default, "Printer." On the third window, select the variables you want using the arrow keys.

Select "Standard" for "Quality." Keep all of the other defaults except "Color" (select "No"). After hitting 1 for the number of copies, a sign should appear on the screen indicating that the computer is printing.

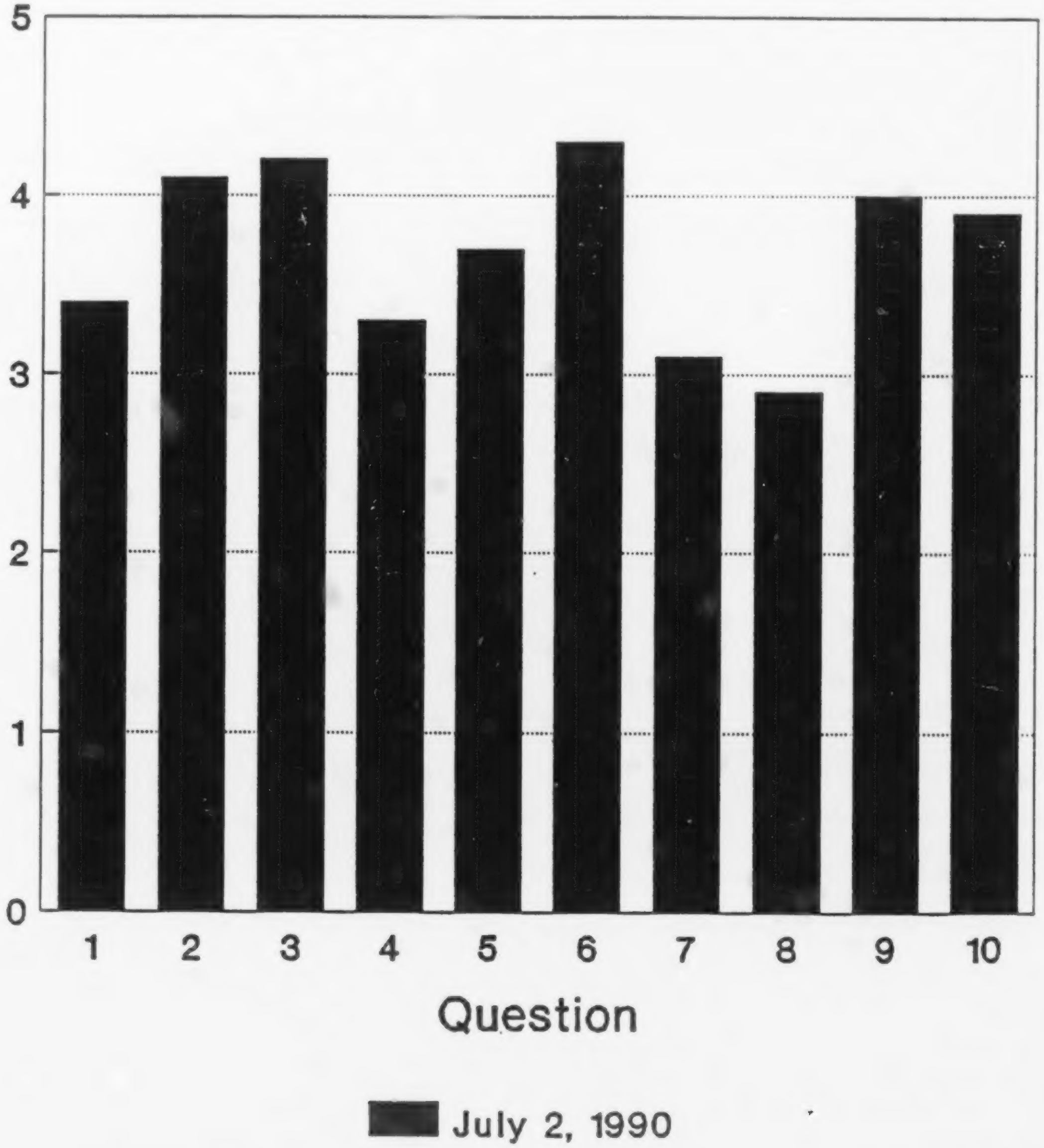
Step 9: If you want to make any changes, go back to "Enter/Edit Chart" on the first window and hit enter. This will take you back to your chart, and you can make whatever changes are needed.

Step 10: To save your work, on the first window of the menu select: "Get/Save/Remove," and hit enter. On the second window, select "Save Chart," and hit enter. On the third window, under directory put A:\; if there is anything else there, delete it. Hit enter and type a file name that is no longer than 6 letters. Hit enter and type a brief description of what you have prepared. Hit enter and it will be saved.

Use "Get/Save/Remove" to get a file from a disk, using "Get Chart" on the second window.

Have fun, and enjoy producing professional quality charts for your training workshops.

Results of Needs Assessment
ATDW Workshop



Scale of 1 to 5

BEHAVIORAL OBJECTIVES

- State what the learner will be able to do at the end of the training program or at the end of a phase of training.
- Describe the planned outcome of training rather than the training process, results rather than procedure.

Use behavioral objectives to:

- Describe competent performance that should be the result of training
- Select and design training materials, content or methods
- Direct and organize the learner's course of study or training
- Communicate instructional intent
- Design test items and procedures for performance appraisal
- Provide a framework for developing ways to evaluate the success of the training

CHARACTERISTICS OF OBJECTIVES

1. Specify what the learner must do rather than describe trianing experiences.
2. Describes learner performance rather than what the trainer will do or try to accomplish it. It does not describe course content.
3. It is about ends rather than means. It describes the product of instruction rather than the process of instruction
4. It describes how learners will be able to do when they are competent, rather than describing how will be they made competent
5. It communicates a picture of the successful learner in behavioral terms.

COMPONENTS OF OBJECTIVES

1. Performance

   - Tells in precise terms what the learner will be doing.
   - These statements contain action verbs (see Action Verbs).

2. Condition

   - Explain the circumstances under which the learner will be performing the activity.
   - It deescribes equipment, supplies, and job aids that may or may not be used on the job.
   - It describes the work setting and an information used to direct the action.

3. Criteria (Standards)

   - They specify the level or degree of proficiency that is necessary to perform the job successfully.
   - They indicate quality of performance required to achieve objectives.
   - Information provided in the criteria is used to evaluate performance.

BASIC STEPS FOR WRITING OBJECTIVES

1. Start by asking yourself "what should be the learner be able to do by the end of the training program".
2. Begin writing objective by using action verb describing what must be learned by the trainee.
3. Follow the verb with a description of what is being treated. The combination of action and description essentially state what the learner must accomplish (i.e. type a letter; operate a fork lift.)
4. Add conditions by answering questions such as "will special equipment be available", what are the time limits", "what resources may be used".
5. If a training course has proficiency requirements, build into objective performance standards defining minimum acceptable level of achievement and the conditions under which performance will occur.

To define achievement levels, answer such questions as "How comprehensive?" "How accurate?" "What was the time frame?" "How well?" how effective"

ENABLING OBJECTIVES

- Enabling objectives are related to behavioral or course objectives.
- Trainers may develop enabling objectives from behavioral objectives.
- They are addressed to particular units or sessions rather than the entire course or training program.
- They are virtually never tested or evaluated at the end of the training because their only purpose is to enable learners to do what is necessary to complete those tasks required by the course objectives.
- If learners are capable of satisfying behavioral objective criteria, they have been successful with criteria for the enabling objectives.

STEPS TO FOLLOW IN WRITING OBJECTIVES

1. Group meets to assign two items from that group's needs assessment instrument to each pair. The itmes most needing attention are the ones that should be assigned. (5 minutes)
2. Pairs review written materials on objectives from participant manual. (10 minutes)
3. Pairs write two behavioral objectives and produce behavioral objectives on flipchart paper using markers so all can see. (20 minutes)
4. Group critiques each other's behavioral objectives. (15 minutes)
5. Pairs revise behavioral objectives, writing one objective per flipchart sheet. (10 minutes)
6. Pairs post revised objectives on the wall.
7. All members of the large group review objectives, writing critique at bottom of flipchart sheet. (20 minutes)
8. Pairs review and discuss comments from participants on their objectives. (10 minutes)

DAY 4

THE ART OF FEEDBACK PRINCIPLES

Definitions of Feedback

Constructive feedback is information that helps people to decide whether their behaviors have had the intended effects.

Positive feedback is information that reinforces desired behaviors and encourages repetition of those behaviors by communicating that they had the intended effects.

Negative feedback is information that discourages behaviors by communicating that they did not have the intended effects.

Principles of Giving Feedback

1. Be sure that your intention is to be helpful.
2. If the recipient has not asked for feedback, check to see whether he or she is open to it.
3. Deal only with behavior that can be changed.
4. Deal with specific behavior, not generalities.
5. Describe the behavior; do not evaluate it.
6. Let the recipient know the impact that the behavior has on you.
7. Use an "I statement" to accept responsibility for your own perceptions and emotions.
8. Check to make sure that the recipient understood your message in the way you intended it.
9. Encourage the recipient to check the feedback with other people.

Principles of Receiving Feedback

1. When you ask for feedback, be specific in describing the behavior about which you want the feedback.
2. Try not to act defensively or rationalize the behavior at issue.
3. Summarize your understanding of the feedback that you receive.
4. Share your thoughts and feelings about the feedback.

THE SANDWICH APPROACH

What happens if feedback is all positive?

It's good for the recipients morale and motivation, *but*

it does not indicate any need for improvement (for change),

so it does not lead to learning.

What happens if feedback is all negative?

It points out the need (opportunities) for improvement, *but*

it may demotivate the recipient and be rejected, in which case

it may not result in learning.

Medicine that is good for you may not taste nice, but it is easier to swallow if coated with something sweet!

The SANDWICH approach.

The Top Layer.

State what was good.

The Filling.

Suggest *what* could be improved and *how* it could be improved.

The Bottom Layer.

End with a final positive, encouraging statement.

NOTE. At no point is there a need to point out that something was bad. (let the recipient of the feedback decide for him/herself whether anything deserves that description.)

The Art of Feedback
Guidelines for Feedback on Peer Behavior

The peer is to be given feedback on how effective he or she is at the following activities:

1. Contributing during team meetings

2. Supporting and encouraging other team members

3. Working for the good of the team (instead of just for himself or herself)

4. Problem solving with other team members

Co-facilitation Training Models

Advantages	Disadvantages
Taking Turns (1 present, 1 not present at any time)	
* Shared workload * Independent, freedom * Greater confidence	* No monitoring/feedback from partner * Mistakes may go uncorrected * No rescuing if there is a problem
Both on Together, Equally	
* Two minds are better than one * Maximize knowledge to be shared	* Dependency may result * Participants may lose confidence in facilitators
Both on Together, a Primary Facilitator	
* One may rescue the other when trapped * Minimizes chances of misinformation	* Interruptions may occur * May not be a balanced presentation
One Up Front, One Process Observer	
* More accurate feedback for participants * Improvement in facilitators through debriefing of each other * Facilitator with greatest knowledge can present	* May rely on observer's feedback, which will not always be correct * Full talents of team may not be shared * Interruptions may embarrass other facilitator
Both Gone	
* Encourages self-discipline and sense of responsibility * Work independently, with a spirit of self-reliance * Development group/team identity	* Possibility of chaos and confusion * Poor results/achievement may occur
One Prepares, One Delivers	
* May maximize utilization of skills (do what you're best at) * Time efficient	* Developer may have greatest knowledge, so not transferred * Possibility of distorted information
Two Subgroups with Independent Facilitators	
* Saves "working together" time * Divides the planning workload * Increases group participation	* Lose out on input from both * Decrease in group cohesion

Using Harvard Graphics to Produce Training Presentations

Purpose: Harvard Graphics, as we have seen, is a versatile package that permits the development of several graphics options. In this lesson, it will be used to produce a title page and a textual overhead transparency. Explicit directions will not be given for the development of other graphics using symbols and drawing. Advanced students may wish to "play" with the drawings to see what the program can do.

Directions:

Step 1: As with other packages, you will need to "boot" up Harvard Graphics using HG.

Step 2: Harvard Graphics uses "window" "menus." The first window looks like this:

```
Create new chart
Enter/Edit Chart
Draw/Annotate
Get/Save/Remove
Import/Export
Produce output


Exit
```

While this menu is displayed, press F8. This will reveal a new window. The arrow should be pointing at Portrait, which means that the resulting page will be printed vertically. If it is pointing at Landscape and if you do not want to print your page horizontally, press the down arrow, which will move the arrow on the screen to Portrait. If the arrow is already pointing at Portrait, simply hit the Return or Enter key. You should not need to change the default options for the other two categories displayed on this new menu. Simply hit the Return or Enter key two more times. The new window will disappear and the first menu will be the only one left on the screen.

Since you have not yet entered any test, you will select "Create new chart" by moving the arrow to highlight this choice. Hit enter.

Step 3: This will highlight another "window" which you saw when producing your charts. This time, select the first option, "Text," and hit enter.

Step 4: This will reveal yet another window with the following options:

Title Chart
Simple List
Bullet List
Two Columns
Three Columns
Free Form

Let's do a title page first. Move to "Title Chart" using the arrows and hit enter.

Step 5: This will move you to a screen that is divided into three parts: top, middle, and bottom. Each section has provision for three lines. The title page of your training manual was prepared using this program. Look at it to see how the three lines in each section can be used.

Create your own title page for a training manual. After each line, hit enter to move to the next line. To go back to a line, use the arrow keys. Errors can be corrected by typing directly over what you had originally typed. If you just want to insert a word or a letter, hit Ins, insert what is missing, and hit Ins again.

Step 6: When you are finished, you can see what you did by hitting F2. Don't panic with what you see. The computer program has default sizes that it uses, and your material may be too much for the default sizes.

When you have seen what you have done, hit F10, which will return you to your chart.

Step 7: Hit F7. This will reveal a series of numbers and letters at the left of your screen. Now, you can change the size of print and whether it is printed in the center (C, the default), to the left (L) or to the right (R).

The default sizes are 8 for the top, 6 for the middle, and 4 for the bottom. The larger the number, the larger the print. Change the numbers to experiment with the appearance of your title page. Use the enter key to move to the next line; the arrow keys can also be used. Use the tab key if you want to change the L, C, or R. At any point you can hit F2 to see what your page is looking like. Hit F10 to get back to the title page itself.

Step 8: When you are satisfied with the appearance of the title page, hit F10. This will take you back to the first window you saw. You are now ready to print. Move the arrow to highlight "Produce Output." Hit enter. On the next window, use the first item, which is the default, "Printer." On the third window, select the variables you want using the arrow keys.

Since this is not "real," select "Draft" for "Quality." Keep all of the other defaults except "Color" (select "No"). After hitting 1 for the number of copies, a sign should appear on the screen indicating that the computer is printing.

Step 9: If you want to make any changes, go back to "Enter/Edit Chart" on the first window and hit enter. This will take you back to your title page, and you can make whatever changes are needed.

Step 10: To save your work, on the first window of the menu select: "Get/Save/Remove," and hit enter. On the second window, select "Save Chart," and hit enter. On the third window, under directory put A:\; if there is anything else there, delete it. Hit enter and type a file name that is no longer than 6 letters. Hit enter and type a brief description of what you have prepared. Hit enter and it will be saved.

Use "Get/Save/Remove" to get a file from a disk, using "Get Chart" on the second window.

Try making a new chart using "Bullet List" this time. While preparing your page, you may want to try using F5, an attributions option which lets you underscore, use bold, produce shadows, etc. You also have choices of fonts that you can use, symbols (on the "Draw/Annotate" option), and so on.

Have fun, and enjoy producing professional quality overheads, materials, and marketing tools for your training workshops.

Directions for Using WordPerfect as a Word Processor

WordPerfect is a complex word processor. This job aid is designed to provide only the basic applications to permit the use of Word-Perfect by a trainer in producing training materials. Those interested in a more complete explanation or an explanation of more of the many functions of which WordPerfect is capable, should refer to one of several manuals available commercially. (See the Appendix for the most commonly used code keys.)

Step 1: Turn on the computer. If you are asked to insert the date, do so in the format indicated on the screen (e.g., mm/dd/yy, means month in two digits, day in two digits, and the last two digits of the year, 07/10/90). Hit the return key until you see the prompt (C:\>).

Step 2: After the C:\>, key: cd\wp50 and hit enter. There will then be a new prompt (C:\wp50>). Key: wp and hit enter.

Step 3: On the title screen, you may or may not be asked if other WordPerfect programs are running. If you are, key n (for no) and hit enter.

Step 4: You will then be confronted with a blank screen except for figures on the bottom right of the screen which will look like this: Doc 1 Pg 1 Ln 1" Pos 1"

This means that you are working on the first page of your first document, and that you have a top margin of one inch and a right margin of one inch.

There will also be a short flashing line at the top left of the screen. This is called the "cursor." Its purpose is to let you know where you are keying.

Step 5:
Enter

Let's start with preparing a letter to a potential participant in your Training Needs Assessment workshop. Your letter will probably be printed on letterhead, so hit the enter key six times to provide adequate room for the letterhead.

Then, key today's date. Use the shift key to make a capital letter. If you want to type this at the center, hit the tab key until the right-most number in the numbers at the bottom are at 4.7". If you make a mistake, hit the backspace key, which will delete every letter that you backspace over. If you want to go back in the document without erasing letters, use the right, left, up and down arrows.

Then hit the enter key four times. Now, key the name, position, and address of the potential participant.

Each item goes on a separate line; therefore, hit the enter key after each line.

Hit the enter key twice, and key the salutation, followed by a colon (or comma) and two enter keys. Then type the body of the letter. You do not have to use the enter key during the keying of a paragraph. The computer automatically goes to the next line when it reaches the right margin. This is called "wraparound." At the end of a paragraph, hit the enter key twice. At the end of your letter, hit the enter key twice, then key the complimentary closing followed by a comma and four strikes of the enter key. Then key your name, hit enter, and key your position.

This finishes your letter.

Step 6: Spell

As you want to be sure to make a good impression on potential participants, you want to be sure you have no spelling errors. While holding down the Ctrl key, hit the F2 code key. At the bottom of the screen you will see several numbers followed by a description of that number. As you want to review the entire document, hit 3.

Every word that is not in the dictionary will be highlighted. This does not necessarily mean that the word is spelled wrong; every word is not in the dictionary. The computer may give you options of how the word should be spelled. If one of those options is correct, hit the letter preceding it (e.g., if you spelled preceeding, you would see: A. preceding; hit A). If the word is spelled correctly, but is not in the dictionary, hit 2. If the word is spelled wrong but is not in the dictionary (such as with a name), hit 4 and make the changes directly in the letter. When you are finished making the correction, hit ESC. When you have completed the spelling check, you will be told how many words you have entered.

Step 7: Save

Now you want to save your document. Hit F10. (You may see at the lower left: File to be saved: C:\wp50. If you give a file name now, you will save the letter on the hard disk. We do not want to do that. Use the left arrow to move back to where the C is.) Key a: followed by the name of your file. Hit the enter key. Your letter will be saved.

If you are keying a long file, you will want to save your document frequently during the time you are entering it. If you are saving the file for the second time or more, you do not need to key in a new file name; simply hit enter. You will be asked if you want to replace the old file. The answer is y (for yes) unless you want to keep the two files separate; then you need to give the second file a new name.

Step 8:
Print

You are now ready to print your letter. For print, hold down the shift key and hit F7. You will see a number of new options on the screen. Generally, you will only be deciding if you want to print the whole document (in which case you hit 1) or only the page you are on (in which case you hit 2).

Step 9:
Exit

When you are finished, you will want to exit that document. Hit F7. You will be asked if you want to save the file. If you have made any changes, hit y (for yes). Then follow the same steps as you did when saving. If not, hit n (for no)--at the right in parentheses you will be told if no changes have been made. In both cases, you will then be asked if you want to

Step 10:
Center

Now let's assume that you want to prepare an announcement for your workshop. To do this, you may want to center some lines, to underscore some words, and to print some of the words in bold.

Let's start with centering. To center a word, or group of words, hold down the shift key and hit F6. This will move the cursor to the center of the page (horizontally). Begin to type, say: You are invited to attend. It will appear as:

You are invited to attend

When you hit the enter key, the centering function is turned off.

Step 11:
Underscore

If you want to underscore a word, before you type that word, you need to hit F8. When you are finished typing what you want underscored, you must hit F8 again.

Step 12:
Bold

If you want to print a word in bold, before you type that word, you need to hit F6. When you are finished typing what you want in bold, you must hit F6 again.

If you want a word or words both in bold and underscored, hit F6, then F8, key, then hit F6 and F8.

Step 13:
Block

If you decide to use underscore or bold after you are finished your keying, don't worry. Move the cursor to the first letter that you want in bold or underscored. Hold down Alt and hit F4. At the lower left, the words BLOCK ON will flash. Use the right arrow to move the cursor to the right. Each letter will be put in "reverse video" or highlighted as you go. When you have reached the end of what you want to underscore or bold, hit F6 if you want bold and F8 if you want to underscore.

Now go ahead and use what you have learned to finish your workshop announcements. Do whatever you need to do to print it out.

Retrieve a File: Once you have saved a file on disk, it can be retrieved easily. With a blank screen, press F5. At the bottom left of the screen will show:

`Dir C:\WP50\*.*`

If you used this, the computer will check the hard disk (drive C), but that is not where you have the file. Since you will not be using the hard disk at all, you will want to change the directory for as long as you are using the computer.

Hit = which will change the line to read
`Dir a:\*.*` which will access your file.

Hit enter. The screen will then show all of the files on your disk. Use the arrow keys to move to the file that you want. Then hit 1. You will then recover your letter file.

Move: You can also use the block function to move a paragraph around or to copy it. As before, use the block function to highlight the paragraph you wish to move or copy.

Then, hold down Ctrl and hit F4. At the bottom left will be three options. You want to move a block, so hit 1. If you actually want to move the paragraph, then hit 1. If you want to leave that paragraph where it is, but repeat the paragraph elsewhere, hit 2.

Then, using only the arrow keys, move to where you want to put the paragraph. Then, hit the enter key. The paragraph will be printed at that point.

Cancel: If you hit a code key by accident and decide that you do not want to do that function, hit F1 which cancels the function.

Forced Page Break: The computer will automatically move to the next page when one page is filled. This will be marked by a single broken line across the screen (this line does not print out). If you want the page to end earlier, move the cursor to the end of the line that you want to be the last line on the page (use the End/1 key in the numeric pad to get to the end of a line). Then, hold down Ctrl and hit the enter key. This will force a new page, marked by a double broken line across the screen.

Block Delete: If you want to delete a block of material, highlight the material to be deleted using the block function. Then hit the Del key (below the numeric pad). You will be asked if you want to delete the block. Answer y for yes.

Search and Replace: If you want to find a word in a file that is on the screen, move to the top of your file and press F2. Then key the word that you are looking for and hit F2 again. The cursor will go to the first occurrence of the word. If you want to find additional occurrences, continue to press F2 and enter.

If you want to replace a word, hold down Alt and hit F2. If you want to confirm the replacement before it takes place, hit y; otherwise, hit enter. Key the word you want to replace and hit Alt and F2 again. Now key the word you want to put in its place. Again, hit Alt and F2. The word will automatically be replaced throughout your file.

There are many more things that WordPerfect can do, but, hopefully, this introduction will get you started with the basics.

Appendix

WordPerfect Code Keys Commonly Used by Beginners

Ctrl and Code Key:		Spell	
Alt and Code Key:		Replace	Reveal Codes
Shift and Code Key:		Search Up	
Code Key Only:	Cancel	Search Down	
	F1	F2	F3

Ctrl and Code Key:	Move		
Alt and Code Key:	Block		Flush Right
Shift and Code Key:			Center
Code Key Only:	Indent	List Files	Bold
	F4	F5	F6

Ctrl and Code Key:			
Alt and Code Key:			
Shift and Code Key:	Print		
Code Key Only:	Exit		Save
	F7	F8	F9

Ctrl and Code Key:			
Alt and Code Key:			
Shift and Code Key:			
Code Key Only:	Save	Reveal Codes	Block
	F10	F11	F12

REACTION FORMATIVE EVALUATION
Advanced Trainers Development Workshop
Activities of July 7-11, 1990

Using the following scale, circle the number to the right of each of the following statements to indicate the degree to which you agree or disagree with the statement as it relates to the first five days' activities:

5 = Strongly Agree
4 = Agree
3 = Neutral or Not Sure
2 = Disagree
1 = Strongly Disagree

1.	The terminal objectives for the workshop are appropriate.	5	4	3	2	1
2.	The design proposed to accomplish these objectives is appropriate.	5	4	3	2	1
3.	Arney used good facilitation skills.	5	4	3	2	1
4.	McLean used good facilitation skills.	5	4	3	2	1
5.	I could understand Arney's pronunciation.	5	4	3	2	1
6.	I could understand McLean's pronunciation.	5	4	3	2	1
7.	Arney is knowledgeable about training.	5	4	3	2	1
8.	McLean is knowledgeable about training.	5	4	3	2	1
9.	The participants' manual has been useful.	5	4	3	2	1

The following content has been useful:

10.	Brainstorming exercise	5	4	3	2	1
11.	Development of groundrules	5	4	3	2	1
12.	Presentation on organization development	5	4	3	2	1
13.	Case on organization development	5	4	3	2	1
14.	Self-assessment and feedback gained	5	4	3	2	1
15.	Group Dynamics	5	4	3	2	1
16.	People Facts	5	4	3	2	1
17.	Harvard Graphics for Creating Charts	5	4	3	2	1
18.	Writing Behavioral Objectives	5	4	3	2	1
19.	Super-Trainer	5	4	3	2	1
20.	Giving and Receiving Feedback	5	4	3	2	1
21.	Co-Facilitation	5	4	3	2	1
21.	WordPerfect	5	4	3	2	1
22.	Systematic Training Models	5	4	3	2	1
23.	Harvard Graphics for Developing Overheads	5	4	3	2	1

24.	The facilities have been appropriate.	5	4	3	2	1
25.	Overall, I am satisfied with the first five days' activities.	5	4	3	2	1

Please turn this page over.

26. Here's what I liked best about the first five days' activities:

27. Here's what I didn't like about the first five days' activities:

28. Here's what I'd like to have changed or included during the rest of the workshop:

29. Here's some additional feedback I'd like you to have:

Thanks for helping.

DAY 5

198/2

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363	ACCOUNTING: TEXT AND CASES	ANTHONY & REECE	FINANCE	3
[illegible]	[illegible]	[illegible]	[illegible]	1
348	ACHIEVING IMPROVED PERFORMANCE IN PUBLIC ORGNS.	MAYO-SMITH, IAN		2
273	ACHIEVING RESULTS FROM TRAINING	BRINKERHOFF, ROBERT O.	TRAINING	4
117	ACQUIRING AND USING MICROCOMPUTERS IN AGRI. DEV.	INGLE, MARCUS D.	COMPUTERS	1
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166	ADMINISTRATION JOURNAL	KHAN, MJR. DR.	ADMIN.	1
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138	ADULT EDUCATION IN ASIA AND THE PACIFIC		EDUCATION	1
003	ADULT LEARNER, THE A NEGLECTED SPECIES	KNOWLES, MALCOLM	TRAINING	7
014	ADVANCED LEVEL W/SHOP ON UNIVERSALIZATION OF EDU.	AEPM	MANAGEMENT	1
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434	ANALYSIS BAR CHARTING	MULVANEY, JOHN		1
258	ANALYZING FIELD REALITY	GUBRIUM, JABER		2
660	ANALYZING GENDER - A HANDBOOK OF SOCIAL SCIENCE RES.	HESS, BETH B.		1
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218	REPORT WRITING FOR MANAGEMENT	GALLAGHER, WILLIAM J.	MANAGEMENT	1
029	REPORTS OF INTERNATIONAL SEMINAR ON BASIC NEEDS		BASIC NEEDS	1
257	RESEARCH DESIGN FOR PROGRAM EVALUATION	TROCHIM, MK		1
361	RESEARCH DESIGN FOR PROGRAM EVALUATION	TRICHIM, WILLIAM M.K.		1
559	RESEARCH IN LOCAL GOVT. FINANCE AND ADMN.	SCHROEDER, LARRY		3
715	RESOURCE DIRECTORY, LAHORE	AED		1
114	RESOURCE MOBILISATION & FINANCIAL MANGEMENT	KHAN, M. JAMEEL	MANAGEMENT	1
721	RESOURCE REPORT KARACHI - NEW			1
037	RESULTS OF AN EVA. CARRIED OUT UNDER GERMAN AGENCY	URFF, PROF. DR. W.V.	EVALUATION	
120	RESULTS OF AN EVALUATION	URFF W.V.	RURAL	1
018	RURAL DEVELOPMENT COMMITTEE	ESMAN, MILTON J.	RURAL	1
031	RURAL DEVELOPMENT COMMITTEE	UPHOFF, NORMAN	RURAL	1
019	RURAL DEVELOPMENT PARTICIPATION REVIEW		RURAL	1
549	SECRETS OF A SUCCESSFUL TRAINER	LAMBERT, CLARK		1
119	SELECTED READING ON HIGHER EDUCATION VOL.1	UGC	EDUCATION	1
391	SELECTION INTERVIEW, THE (3rd Edition)	VALENTINE, RAYMOND F.		1
422	SELF-ANALYSIS OF YOUR ORGANIZATION	ROSENBERG, SEYMOUR L.		1
510	SETTING AND ACHIEVING PERSONAL GOALS	LEWIS, DAVID V.		1
714	SETTING UP & MANAGING A SMALL BUSINESS - NEW	NIPA, LAHORE		1
716	SETTING UP AND MANAGING A SMALL BUSINESS	PIM, LAHORE		1
229	SHUT UP AND SELL!	SHEEHAN, DON		1
401	SIMULATION, DEV. PLANN & LOCAL BUDGET	VENGROFF, RICHARD		1
710	SIXTH ANNUAL REVIEW, 1988	AKRSP		1
356	SIXTH COMMON TRAINING PROGRAMME	AAT, WALTON	TRAINING	1
619	SMALL AND MEDIUM SCALE AGRIBUSINESS ASSESSMENT	PEACE CORPS		1
127	SMALL ENTERPRISE DEVELOPMENT	GOLDBERG, MICHAEL	DEVELOPMENT	1
624	SMALL ENTERPRISE DEVELOPMENT(PRE-SERVICE TRNG. MANUAL)	PEACE CORPS		1
026	SMALL GROUP PROBLEM SOLVING	ULSCHAK, FRANCIS L.	PROBLEM SOL	2
606	SMALL STORE PLANNING FOR GROWTH	WINGATE, JOHN W.		1
102	SOCIAL PSYCHOLOGY OF ORGANIZING	WEICK		1
093	SOCIAL RESEARCH IN NATIONAL DEVELOPMENT	ANSARI, SALAM	RESEARCH	1
688	SPECIALIST TRAINER LEVEL CLUSTER ONE WORKSHOP, LAHORE	SUTHERLAND, DR. HEATHER M.		1
590	STARTING AND MANAGING A SMALL SERVICE BUSINESS	SCHAEFER, ROBERT A.	MANAGEMENT	1
219	STOP PROCRASTINATING - DO IT!	SHERMAN, JAMES R.		1
035	STORY OF PARD, THE	BEG, MAK	PARD	2
501	STRAGEGIC MANAGEMENT OF HUMAN RESOURCES	ODIORNE, GEORGE S.	MANAGEMENT	3
099	STRATEGIC HUMAN RESOURCE MANAGEMENT	FOMBRUN, CHARLES J.	MANAGEMENT	2
655	STRATEGIC INTERVENTION IN ORGANIZATIONS	MATHEWS, M. CASH		1
580	STRATEGIC ISSUES MANAGEMENT	HEATH, ROBERT L.	MANAGEMENT	1
532	STRATEGIC ISSUES ON PUBLIC SECTOR PRODUCTIVITY	HOLZER, MARC		3
002	STRATEGIC MANAGEMENT	MAX, ARNOLDO C.	MANAGEMENT	10
021	STRATEGIC MANAGEMENT OF TECHNOLOGY, THE	LITTLE, ARTHUR D.	MANAGEMENT	1
109	STRATEGIC MARKETING	BRADWAY, BRUCE M.	MARKETING	1
512	STRATEGIC PLANNING	KNUTSON, JOAN		1
529	STRATEGIC PLANNING FOR PUBLIC AND NONPROFIT ORGS.	BRYSON, JOHN M.		4

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209	STRATEGIC PLANNING IN EMERGING COMPANIES	BRANDT, STEVEN C.		1
250	STREAM ANALYSIS	PORRAS, JERRY I.		1
280	STRENGTH DEPLOYMENT INVENTORY	PORTER, ELIAS H.		1
309	STRUCTURED EXPERIENCES FOR HUMAN RELATIONS TRNG.	PFEIFFER, J. WILLIAMS	TRAINING	30
437	STUDIES OF MANAGERIAL WORK: RESULTS & METHODS	McCALL, JR. MORGAN W.	MANAGEMENT	1
244	SUCCESSFUL COLD CALL SELLING	BOYAN, LEE		1
509	SUCCESSFUL DELEGATION	WEISS, DONALD H.		4
709	SUPER-LEADERSHIP (LEADING OTHERS TO LEAD THEMSELVES)	MANZ, CHARLES C.		1
190	SUPERVISING	CHRISTENSON, CHRISTINA		1
311	SUPERVISION AND EVALUATION WORKSHOP SERIES			1
050	SUPERVISOR AND ON-THE-JOB TRAINING, THE	BROADWELL, MARTIN M.	TRAINING	1
253	SUPERVISOR AS AN INSTRUCTOR, THE	BROADWELL		1
089	SUPERVISORY TRAINING AND DEVELOPMENT	KIRKPATRICK	TRAINING	3
034	SURVEY OF CHANGES & TRENDS IN PUBLIC ADMN. & FINANCE		ADMN/FINANC	
068	SYNDNEY CHARE'S			1
490	SYNCROGGY	MOUTON, JANE SRYCEY		3
537	SYSTEMATIC TRAINING DESIGN WORKSHOP JUL 10-21, 1988	NIPA, KARACHI		1
384	TAKING CHARGE OF MANUFACTURING	ETTLIE, JOHN E.		1
654	TALES OF THE FIELD	MAANEN, JOHN VAN		1
022	TEACHING & TRNG. METHODS FOR MGNT. DEVELOPMENT		MANAGEMENT	5
320	TEACHING AND THE CASE METHOD	CHRISTENSEN. C. ROLAND		3
183	TEACHING THROUGH SELF-INSTRUCTION	ROWNTREE, DEREK		3
063	TEAM BUILDING	DYER, WILLIAM G.		1
463	TEAM BUILDING	REDDY, W. BRENDAN		3
230	TECHNOILOGY CONNECTION, THE	GERSTEIN, MARC S.		1
700	TECHNOSERVE-DEVELOPMENT MGMT. PLAIN OF FANCY?	DICHTER, THOMAS W.		1
318	TELEVISION PRODUCTION HANDBOOK	ZETTL, HERBERT		2
080	THAI WAYS	SEGALLER,DENIS		1
586	THE APPLICATION OF ACTION LEARNING: A PRACTICAL GUIDE	ILO		1
597	THE EVALUATION OF SMALL ENTERPRISE PROGRAMS & PROJS.	HUNT, ROBERT W.		1
693	THE FAMILY IN BUSINESS	ROSENBLATT, PAUL C.		5
116	THE GUIDE TO SOFTWARE FOR DEVELOPING COUNTRIES		COMPUTERS	2
185	THE INSTRUCTOR'S SURVIVAL KIT	RENNER, PETER FRANZ		11
682	THE NEGOTIATING STYLE PROFILE OTHER	GLASER, ROLLIN		9
589	THE NEW ROLE OF THE VOLUNTEER IN DEVELOPMENT	ELSTER, JAN		1
136	THE NEW SALES MANAGER'S SURVIVAL GUIDE	STUMM, DAVID A.		1
566	THE NTL MANAGERS' HANDBOOK	RITVO, ROGER A.		1
[illegible]	[illegible]	[illegible]		[illegible]
535	THE POLITICS OF MANAGEMENT	YATES, DOUGLAS JR.	MANAGEMENT	3
577	THE PRIVATE MARKETING ENTREPRENEUR AND RURAL DEV.	HARPER, MALCOLM		1
558	THE PROPERTY TAX SYSTEMS APPLIED IN SELECTED LATIN	GARZON, HERNANDO		3
621	THE ROLE OF THE PRIVATE SECTOR IN DEVELOPMENT	BUREAU		1
722	THE SOCIAL BRAIN	GAZZANIGA, MICHAEL S.		1
612	THE STATE OF SMALLL BUSINESS	USGPO		1
718	THE TEAM HANDBOOK	SCHOLTES, PETER R.		6
658	THE WORLD AS A TOTAL SYSTEM	BOULDING, KENNETH E.		1
554	THE 1989 ANNUAL - DEVELOPING HUMAN RESOURCES	PFEIFFER, J. WILLIAM		6
147	THINGS 1000 YOU NEVER LEANRED IN BUSINESS SCHOOL	YEOMANS, WILLIAM N.	BUSINESS	1
276	THINKING ORGANIZATION, THE	SIMS, HENRY P.		3
455	THIRD WORLD WOMEN-UNDERSTANDING THEIR ROLE IN DEV.			1
078	TOOLS OF MANAGING, THE	NEWPORT, M. GENE	MANAGEMENT	1
195	TOTAL TIME MANAGEMENT	MOSKOWITZ, ROBERT A.	MANAGEMENT	5
374	TOWARD A MORE ORG. EFFECTIVE TRNG. STRAG. & PRAC.	CAMP, RICHARD R.	TRAINING	32
165	TRADE FAIRS AND EXHIBITIONS, EDITION 1986			1

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102	TRADE UNIONISM & INDUSTRIAL RELATIONS IN PAKISTAN	KHAN, [illegible] A.		1
565	TRAINER'S MANUAL	SIMS, DR. HENRY P. JR.		1
675	TRAINER'S MANUAL FOR PROFILES OF ORG. INCLUENCE STG.	SCHMIDT, KIPNIS		1
408	TRAINER'S PROFESSIONAL DEVELOPMENT, THE	BARD, RAY	TRAINING	3
317	TRAINERS GUIDE TO ANDRAGOGY, A	INGALLS, JOHN D.	TRAINING	1
431	TRAINING - MARKETPLACE DIRECTORY	LAKEWOOD		1
685	TRAINING ANALYZER (DEMONSTRATION GUIDE)	HRD PRESS		1
245	TRAINING AND DEVELOPMENT HANDBOOK	CRAIG, ROBERT L.	TRAINING	5
027	TRAINING AND DEVELOPMENT SOURCEBOOK, THE	BAIRD, LLOYD S.	TRAINING	2 ✓
237	TRAINING AND EDUCATION DEPARTMENT OF PERSONNEL			1
576	TRAINING CONTRACTORS FOR RSULTS	HERMES, TOR	TRAINING	1
344	TRAINING DEVELOPMENT GUIDELINESD	T&T	TRAINING	1
177	TRAINING FOR DEVELOPMENT	LYNTON, ROLF P.	TRAINING	4
275	TRAINING FOR DEVELOPMENT	LYNTON, ROLF P.	TRAINING	1
316	TRAINING FOR PUB. ADMIN. & MGMT. IN DEV. COUNTRIES	PAUL, SAMUEL	MANAGEMENT	2
711	TRAINING NEEDS ASSESSMENT FOR LOCAL AUDIT PERSONNEL	AATI		1
692	TRAINING NEEDS ASSESSMENT W/SHOP, SEPT 30-OCT. 12 '89	NIPA/AED		3
443	TRAINING PLAN FOR FORESTRY PLANNING & DEVELOPMENT	HART, WILLIAM J.	TRAINING	1
260	TRAINING POLICY AND PROGRAMME DESIGNS		TRAINING	1
444	TRAINING PROGRAMS: 1986 1989	SMITH, MARY LOU DR.	TRAINING	1
486	TRAINING RECORDS PLUS (DEMONSTRATION GUIDE)	HRD PRESS		1
609	TRAINING SALESMEN TO SERVE INDUSTRIAL MARKETS	LAWYER, KENNETH	TRAINING	1
447	TRAINING THE TRAINERS (NOV. 3, 1985)	NIPA-LAHORE	TRAINING	1
448	TRAINING THE TRAINERS (NOV. 3-21, 1985)	NIPA-LAHORE	TRAINING	1
315	TRAINING THE TRAINERS COURSE (NOV. 3-21, 1985)	NIPA-L	TRAINING	1
704	TRNG. NEEDS ASSESSMENT AT NIPA/L - SEPT 30-OCT 12 '89	SUTHERLAND, H.H.		1
414	TROUBLESHOOTING THE TROUBLESHOOTING COURSE	MAGER, ROBERT F.		3
071	TWENTY FOUR QUESTIONS IN GROUP LEADERSHIP	NATHAN, ERNEST D.		1
643	U.S. GOVERNMENT PURCHASING AND SALES DIRECTORY	SBA		1
186	UNDERSTANDING AND FACILITATING ADULT LEARNING	BROOKFIELD, STEPHEN D.		7
513	UNDERSTANDING AND MANAGING STRESS	MADDOCKS, ANDERSON		4
338	UNIVERSITY OF SOUTHERN CALIFORNIA (ITOT)			1
372	UNIVERSITY RECORD - UNIVERSITY OF FLORIDA (1987-88)			1
226	UPDATE TODAY'S MANAGMENET KNOW-HOW		MANAGEMENT	1
395	USING INSTRUMENTS (In Human Resource Development)	PFEIFFER, J. WILLIAM		1
184	USING LEARNING CONTRACTS	KNOWLES, MALCOLM S.		2
705	UTILIZATION-FOCUSED EVALUATION	PATTON, MICHAEL QUINN		23
440	VALUES IN ACTION: THE MEANING OF EXECUTIVE VIGNETTES	LAMBARDO, MICHAEL M.		1
349	VISION OF INDIA			1
106	W/SHOP [illegible]	[illegible]	MANAGEMENT	1
214	WE'VE GOT TO START MEETING LIKE THIS!	MOSVICK, ROGER K.		1
567	WHO'S WHO 1985			1
430	WHO'S WHO 1988	AMERICAN SOCIETY		1
040	WHO,S WHO 1984			1
321	WINNING TRAINER, THE	EITINGTON, JULIUS E.	TRAINING	1
377	WINNING TRAINER, THE	EITINGTON, JULIUS E.	TRAINING	2
511	WINNING WITH LEADERSHIP SKILLS	AMA		1
659	WOMEN & MEN IN MANAGEMENT	POWELL, GARY N.	MANAGEMENT	1
591	WOMEN BUSINESS OWNERS: SELLING TO THE FED. GOVT.	SBA		1
454	WOMEN IN MANAGEMENT WORKSHOP SERIES	GULHATI, KAVAL	MANAGEMENT	1
356	WOMEN YEAR BOOK OF PAKISTAN (1986-87)	AKHTAR, FARZANA REHMAN		1
516	WORD POWER: BUILDING A BUSINESS VOCABULARY	LEVINSON, NAN		2
680	WORK ENVIRONMENT SCALE	INSEL, PAUL M.		1
679	WORK ENVIRONMENT SCALE - FORM R - INSTRUCTIONS	INSEL, PAUL M.		1

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198/15

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678   WORK ENVIRONMENT SCALE - FORM R, INTERPRETIVE RPT FORM MOOS, RUDOLF H.
677   WORK ENVIRONMENT SCALE - MANUAL                                                           1
062   WOPK REDESIGN                                      MOOS, RUDOLF H.                         1
708   WORKSHOP ON DIAGNOSING ORGANIZATIONAL PERFORMANCE  HACKMAN & OLDHAM      DESIGN            1
118   WORKSHOP ON MONITORING & EVA. OF AGRI. RURAL DEV. PROJ. ENMABY ASSOCIATES                  2
241   WORKSHOP STAFF PACKET                                                    RURAL             1
046   WORLD BANK ANNUAL REPORT 1981                      DAVIS, LARRY NOLAN    WORKSHOP          1
349   WORLD BANK ANNUAL REPORT 1983, THE                                       BANK REPORT       1
134   WORLD BANK ANNUAL REPORT, THE 1984                                       REPORT            2
132   WORLD BANK ANNUAL REPORT, THE 1985                                       REPORT            3
426   WORLD BANK ANNUAL REPORT, THE 1987                 CLAUSEN, AW           DEVELOPMENT       1
123   WORLD DEVELOPMENT REPORT 1983                      THE WORLD BANK                          1
098   WORLD DEVELOPMENT REPORT 1984                      CLAUSEN, AW           DEVELOPMENT       4
097   WORLD DEVELOPMENT REPORT 1985                                            REPORT            3
427   WORLD DEVELOPMENT REPORT 1987                                            REPORT            3
197   WRITING AND COMMUNICATING IN BUSINESS              THE WORLD BANK                          1
221   WRITING FOR RESULTS (PRINCIPLES AND PRACTICES)     JANIS, J. HAROLD      BUSINESS          1
270   YOU'RE IN BUSINESS                                                                         1
690   YOU'RE THE BOSS                                    FRENCH, JOHN THOMAS                     1
551   YOUR CAREER IN HUMAN RESOURCE DEVELOPMENT          JOSEFOWITZ, NATASHA                     2
433   YOUR GUIDE TO MANAGEMENT DEVE. & TRNG. PROGRAMMES  STUMP, ROBERT W.                        1
418   1984 ANNUAL, THE                                   FANELLI, DOMENICO                       1
403   24TH ADVANCED COURSE IN ADMN. AND DEVELOPMENT      UA                                      1
404   34TH ADVANCED COURSE IN ADMN. AND DEVELOPMENT      NIPA                                    1
                                                         NIPA                                    1
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DAY 6

DAY 7

DAY 8

DAY 9

REACTION FORMATIVE EVALUATION OF TNA MODULE
Advanced Trainers Development Workshop
Activities of July 11-16, 1990

Using the following scale, circle the number to the right of each of the following statements to indicate the degree to which you agree or disagree with the statement as it relates to the TNA module activities:

5 = Strongly Agree
4 = Agree
3 = Neutral or Not Sure
2 = Disagree
1 = Strongly Disagree

1. The terminal objectives for the TNA workshop are appropriate. 5 4 3 2 1
2. The TNA participants' manual is useful. 5 4 3 2 1
3. Developing activities for the TNA instructors' manual has been useful. 5 4 3 2 1
4. Working with a co-developer on the TNA instructors' manual was a good learning experience. 5 4 3 2 1
5. McLean provided helpful assistance in developing my components of the TNA instructors' manual. 5 4 3 2 1
6. McLean provided useful feedback on my developmental activities for the TNA instructors' manual. 5 4 3 2 1
7. Making a presentation on one area of TNA was a useful activity. 5 4 3 2 1
8. Working with a co-facilitator on my presentation was a good learning experience. 5 4 3 2 1
9. I received useful written feedback from my peers based on my presentation. 5 4 3 2 1
10. I received useful oral feedback from my peers based on my presentation. 5 4 3 2 1
11. I received useful written feedback from the trainers based on my presentation. 5 4 3 2 1
12. I received useful oral feedback from the trainers based on my presentation. 5 4 3 2 1
13. It was helpful hearing the feedback received by other participants. 5 4 3 2 1
14. I learned more about TNA from the presentation I made. 5 4 3 2 1
15. I learned more about TNA from the presentations made by others. 5 4 3 2 1
16. McLean used good facilitation skills during the feedback sessions. 5 4 3 2 1
17. I could understand McLean's pronunciation. 5 4 3 2 1
18. McLean is knowledgeable about training needs assessment. 5 4 3 2 1

Please turn this page over.

19. Arney is knowledgeable about training presentation skills. 5 4 3 2 1
20. McLean is knowledgeable about training presentation skills. 5 4 3 2 1

The following content presented by McLean was useful:
21. Definition of training needs assessment 5 4 3 2 1
22. Purposes for training needs assessment 5 4 3 2 1
23. Using affinity diagrams in TNA 5 4 3 2 1

24. The support available from the AED support staff has been adequate. 5 4 3 2 1
25. The facilities have been adequate. 5 4 3 2 1
26. Overall, I am satisfied with the TNA module days' activities. 5 4 3 2 1

27. Here's what I liked best about the TNA activities:

28. Here's what I didn't like about the TNA activities:

29. Here's what I'd like to have changed or included during the PDIT and ETE modules:

30. Here's some additional feedback I'd like you to have:

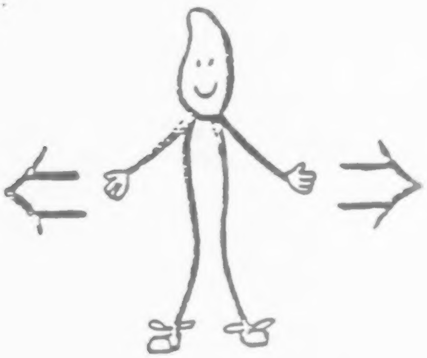
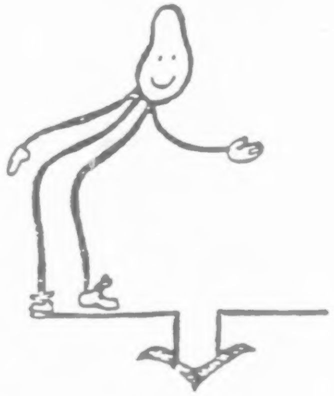
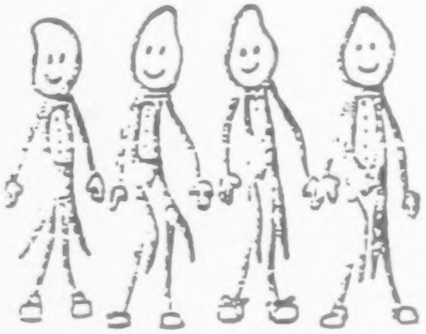
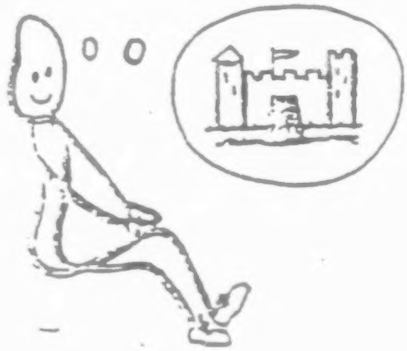
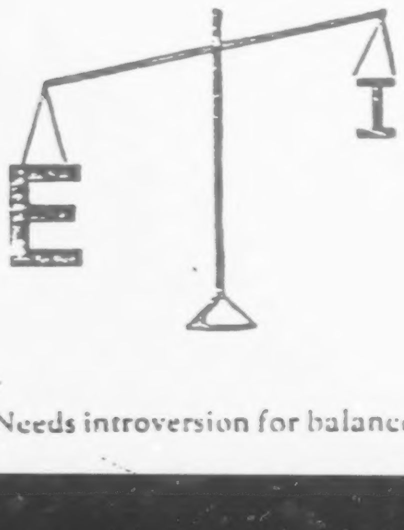
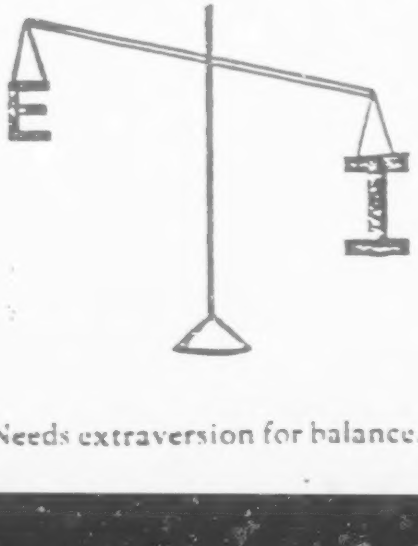
Thanks for helping.

DAY 10

SOME KEY WORDS

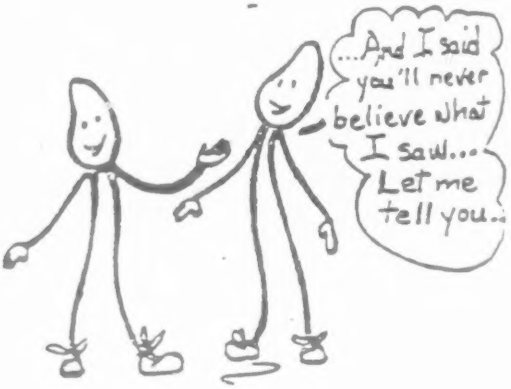
E	I
Extraversion	Introversion
Active	Reflective
Outward	Inward
Sociable	Reserved
People	Privacy
Many	Few
Expressive	Quiet
Breadth	Depth

THESE CHARACTERISTICS OFTEN DEVELOP FROM E AND I PREFERENCES. SOME OF THEM MAY BE TRUE OF YOU.

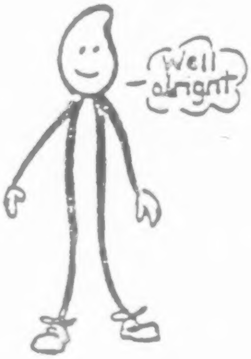
EXTRAVERSION Tendencies/Characteristics	INTROVERSION Tendencies/Characteristics
 Gives breadth to life.	 Gives depth to life.
 E's may seem shallow to I's.	 I's may seem withdrawn to E's.
 Needs introversion for balance.	 Needs extraversion for balance.

EXTRAVERSION
Tendencies/Characteristics

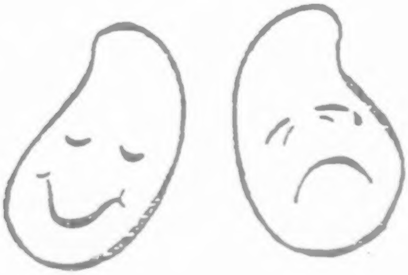
INTROVERSION
Tendencies/Characteristics


...And I said you'll never believe what I saw... Let me tell you...

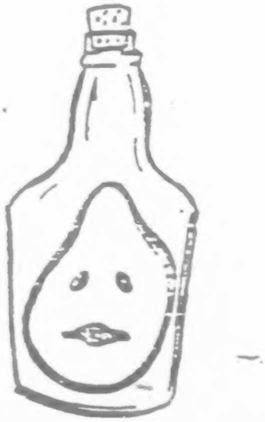
Is often friendly, talkative, easy to know.


Well alright

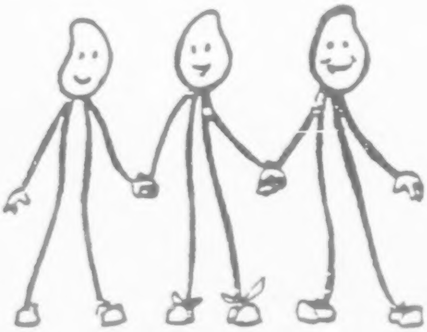
Is often reserved, quiet, hard to know.



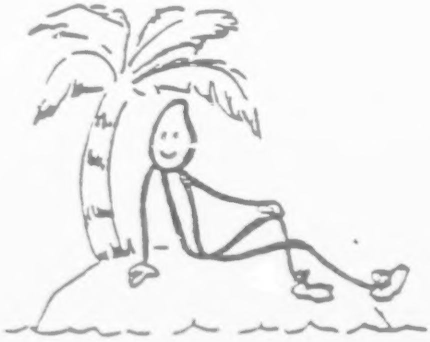
Expresses emotions.



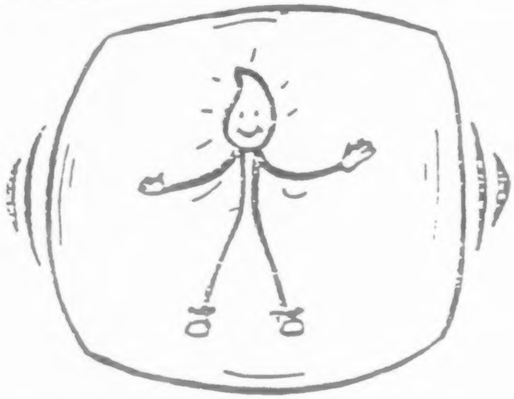
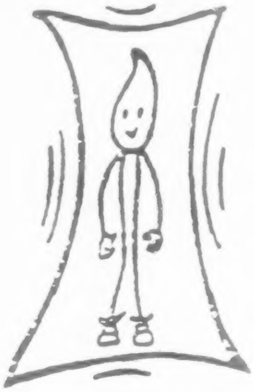
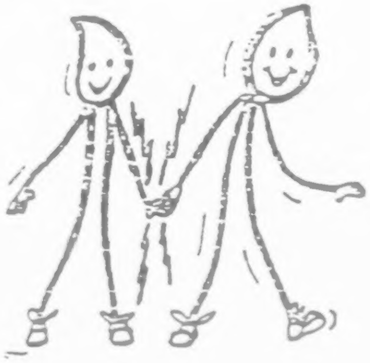
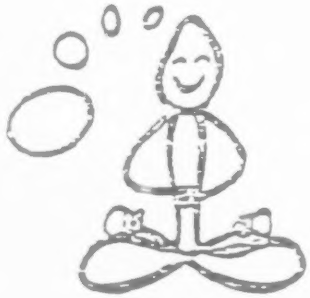
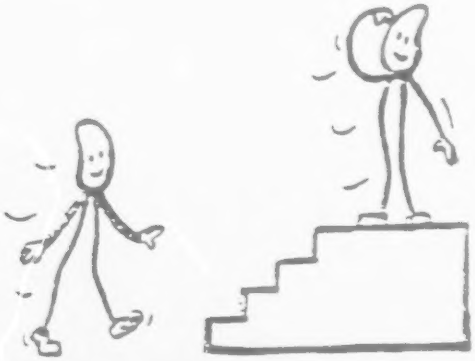
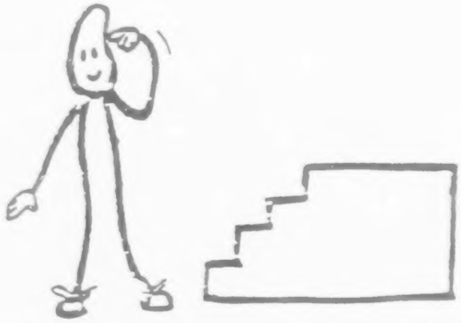
Bottles up emotions.



Needs relationships.



Needs privacy.

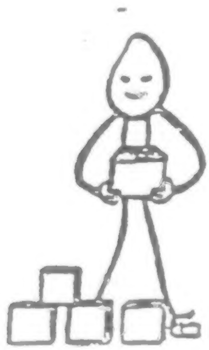
EXTRAVERSION Tendencies/Characteristics	INTROVERSION Tendencies/Characteristics
 Feels pulled outward by external claims and conditions.	 Feels pushed inward by external claims and intrusions.
 Energized by other people, external experiences.	 Energized by inner resources, internal experiences.
 Acts, then (maybe) reflects.	 Reflects, then (maybe) acts.

SOME KEY WORDS

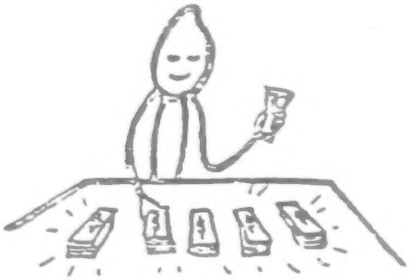
S	N
Sensing	Intuition
Details	Patterns
Present	Future
Practical	Imaginative
Facts	Innovations
Sequential	Random
Directions	Hunches
Repetition	Variety
Enjoyment	Anticipation
Perspiration	Inspiration
Conserve	Change

THESE CHARACTERISTICS OFTEN DEVELOP FROM S AND N PREFERENCES.
SOME OF THEM MAY BE TRUE OF YOU.

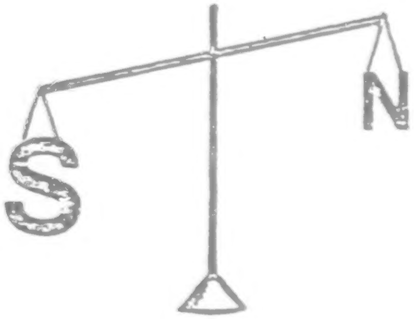
SENSING
Tendencies/Characteristics



Likes set procedures, established routines.

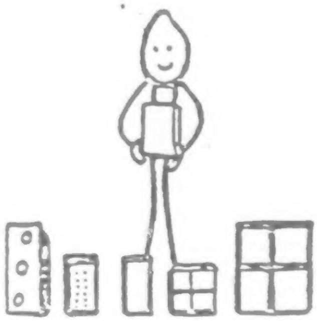


S's may seem materialistic and literal-minded to N's.

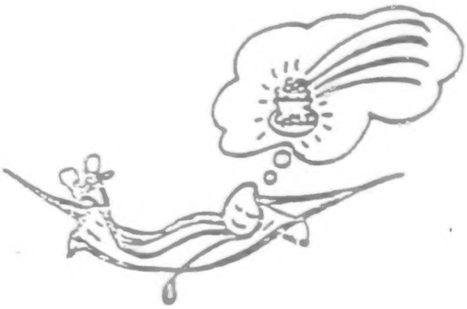


Needs intuition for balance.

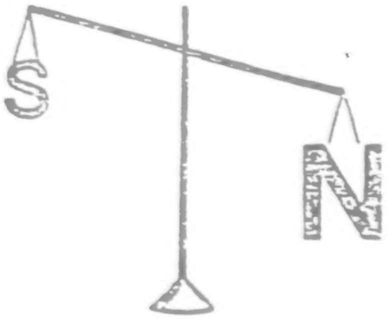
INTUITION
Tendencies/Characteristics



Likes change and variety.

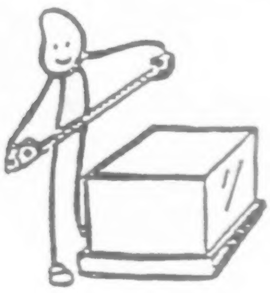


N's may seem fickle, impractical dreamers to S's.

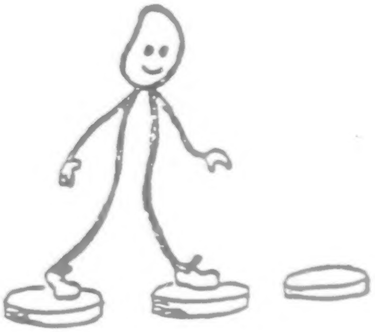


Needs sensing for balance.

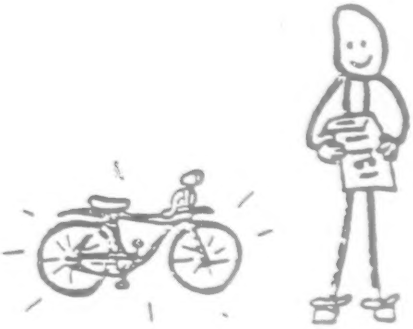
SENSING
Tendencies/Characteristics



Likes things that are definite, measurable.

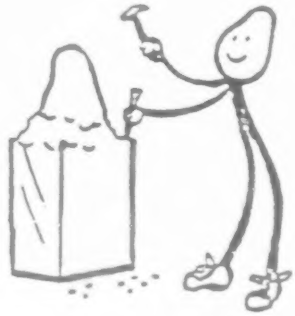


Starts at the beginning, takes a step at a time.

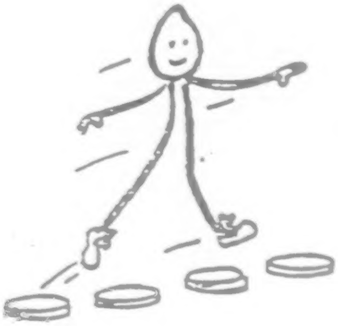


Reads instructions, notices details.

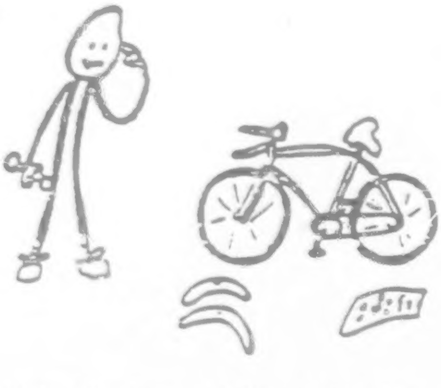
INTUITION
Tendencies/Characteristics



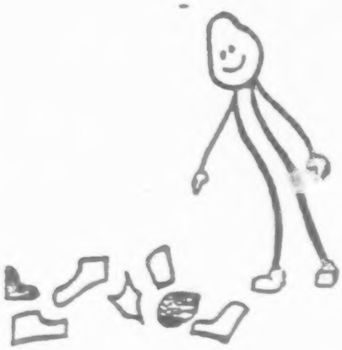
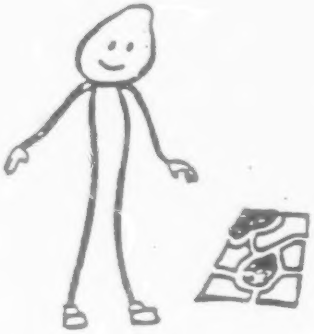
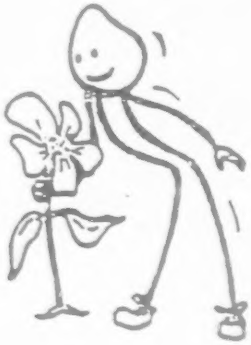
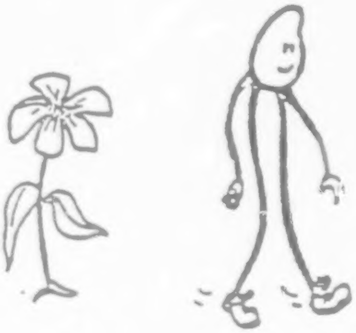
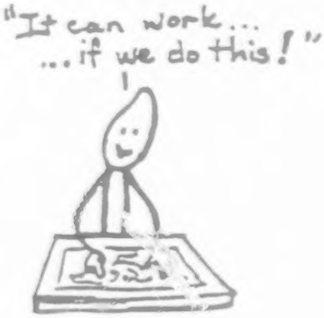
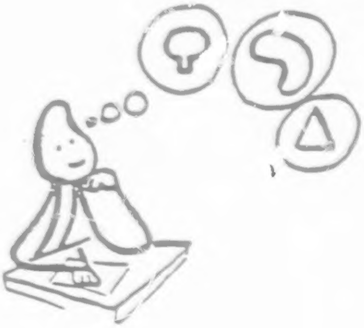
Likes opportunities for being inventive.



Jumps in anywhere, leaps over steps.



Skips directions, follows hunches.

SENSING Tendencies/Characteristics	INTUITION Tendencies/Characteristics
 Looks at specific parts and pieces.	 Looks at patterns and relationships.
 Lives in the present, enjoying what's there.	 Lives toward the future anticipating what might be.
 "It can work... ...if we do this!" Prefers handling practical matters.	 Prefers imagining possibilities.

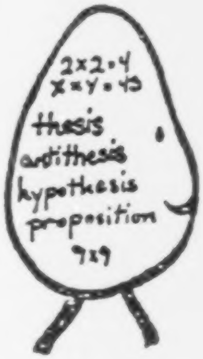
SOME KEY WORDS

T	F
Thinking	Feeling
Head	Heart
Objective	Subjective
Justice	Harmony
Cool	Caring
Impersonal	Personal
Criticize	Appreciate
Analyze	Empathize
Precise	Persuasive
Principles	Values

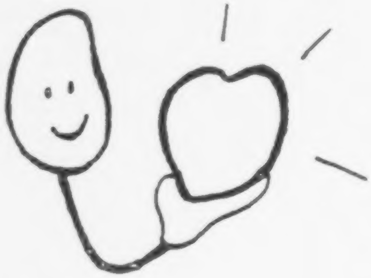
THESE CHARACTERISTICS OFTEN DEVELOP FROM T AND F PREFERENCES. SOME OF THEM MAY BE TRUE OF YOU.

THINKING
Tendencies/Characteristics

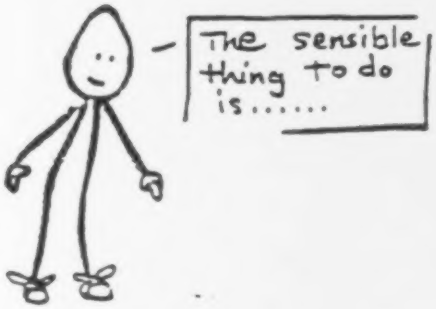
FEELING
Tendencies/Characteristics


2x2=4
x=y=4?
thesis
antithesis
hypothesis
proposition
7x9

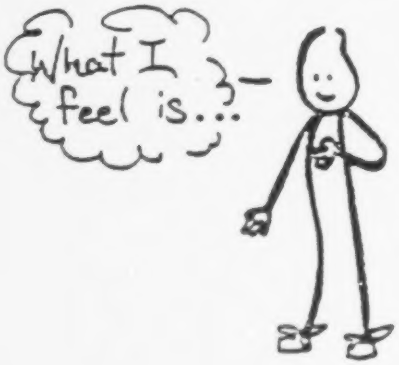
Decides with the head.



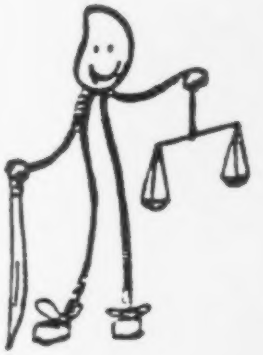
Decides with the heart.


The sensible thing to do is......

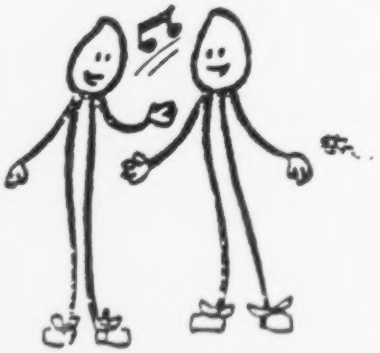
Goes by logic.


What I feel is...

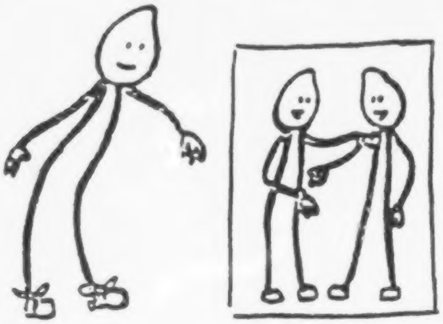
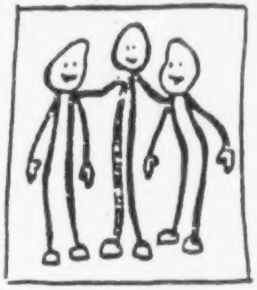
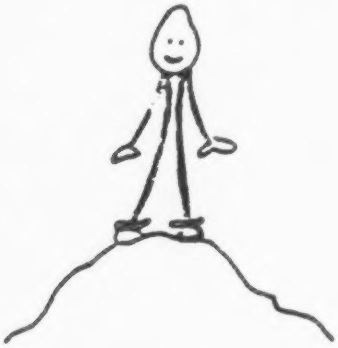
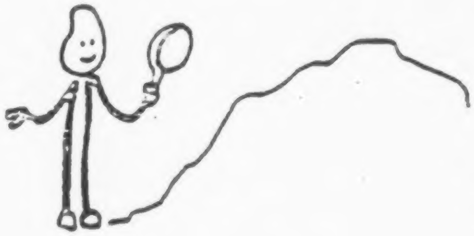
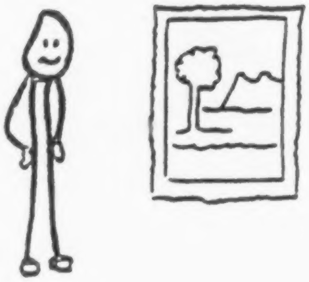
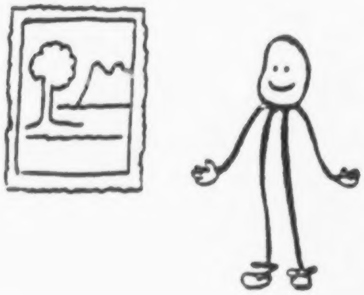
Goes by personal convictions.

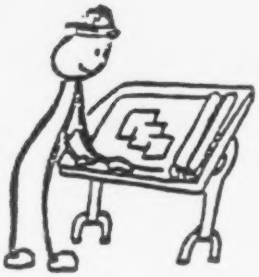
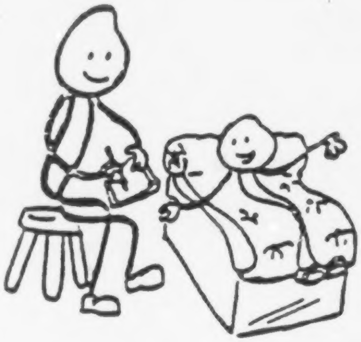
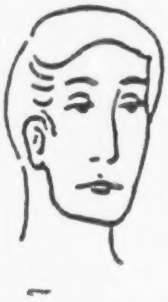
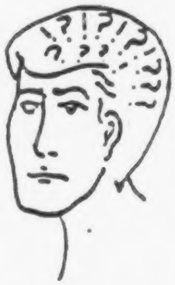
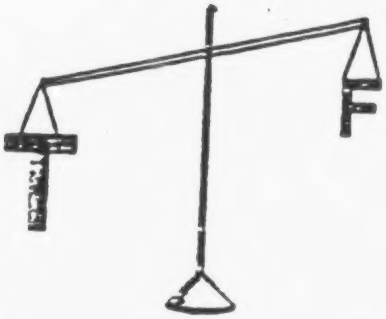
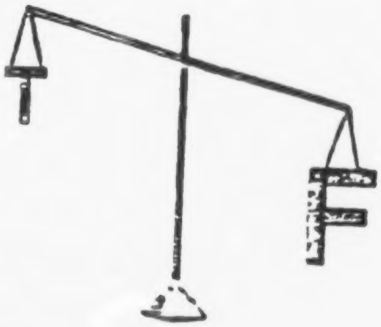


Concerned for truth, justice.



Concerned for relationships, harmony.

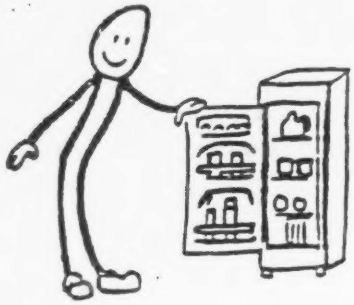
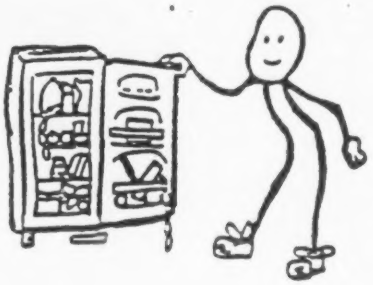
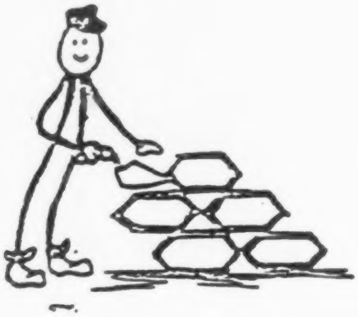
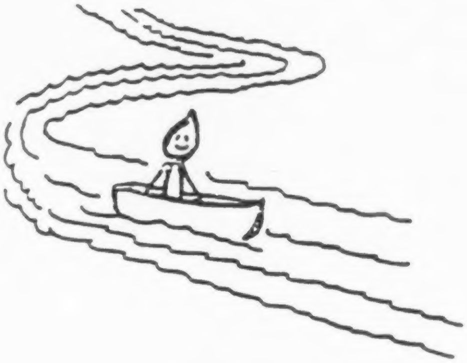
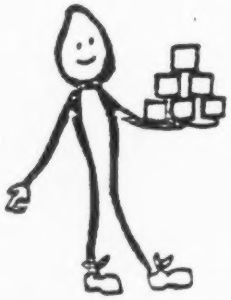
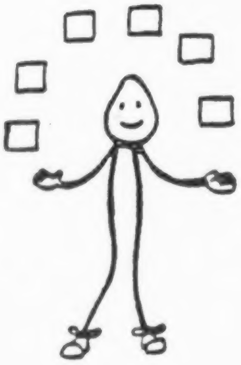
THINKING Tendencies/Characteristics	FEELING Tendencies/Characteristics
 Sees things as on-looker, from outside a situation.	 Sees things as a participant, from within a situation.
 Takes a long view.	 Takes an immediate and personal view.
 Spontaneously finds flaws, criticizes.	 Spontaneously appreciates.

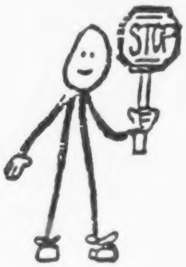
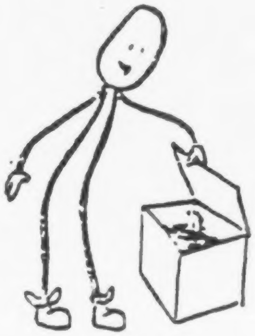
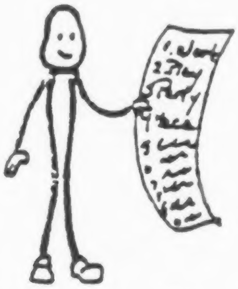
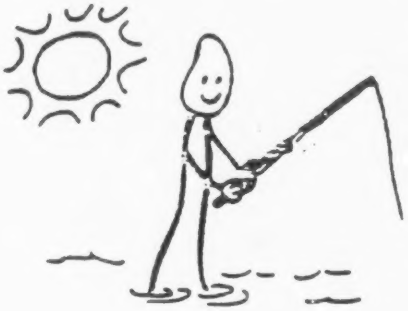
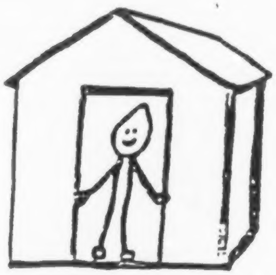
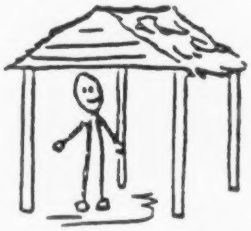
THINKING Tendencies/Characteristics	FEELING Tendencies/Characteristics
 Good at analyzing plans.	 Good at understanding people.
 T's may seem cold and condescending to F's.	 F's may seem fuzzy-minded and emotional to T's.
 T's need feeling for balance.	 F's need thinking for balance.

SOME KEY WORDS

J	P
Judgment	Perception
Organized	Flexible
Structure	Flow
Control	Experience
Decisive	Curious
Deliberate	Spontaneous
Closure	Openness
Plan	Wait
Deadlines	Discoveries
Productive	Receptive

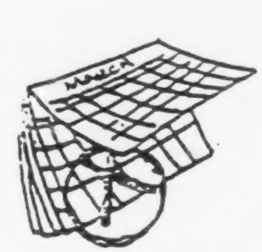
THESE CHARACTERISTICS OFTEN DEVELOP FROM J AND P PREFERENCES. SOME OF THEM MAY BE TRUE OF YOU.

JUDGMENT Tendencies/Characteristics	PERCEPTION Tendencies/Characteristics
 Prefers an organized lifestyle.	 Prefers a flexible lifestyle.
 Likes definite order and structure.	 Likes going with the flow.
 Likes to have life under control.	 Prefers to experience life as it happens.

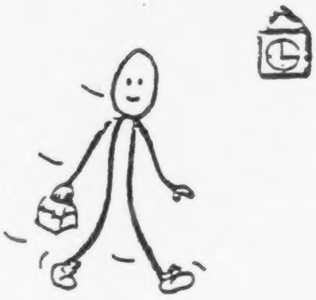
JUDGMENT Tendencies/Characteristics	PERCEPTION Tendencies/Characteristics
 Enjoys being decisive.	 Enjoys being curious, discovering surprises.
 Likes clear limits and categories.	 Likes freedom to explore without limits.
 Feels comfortable establishing closure.	 Feels comfortable maintaining openness.

JUDGMENT
Tendencies/Characteristics

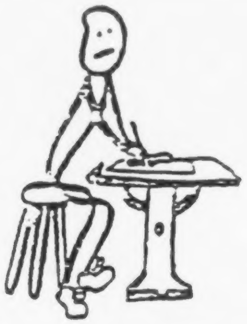
PERCEPTION
Tendencies/Characteristics



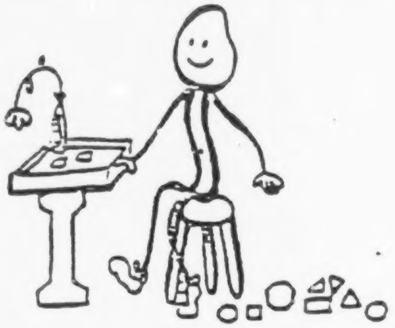
Handles deadlines, plans in advance.



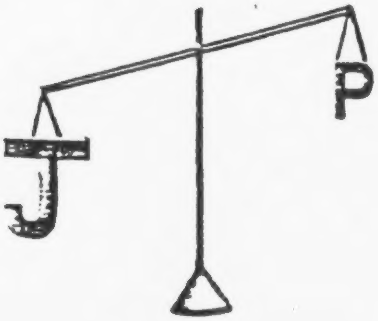
Meets deadlines by last minute rush.



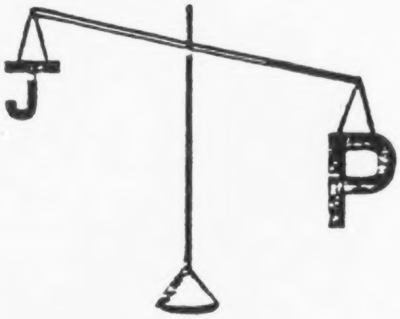
J's may seem demanding, rigid, uptight to P's.



P's may seem disorganized, messy, irresponsible to J's.



Needs perception for balance.



Needs judgment for balance.

ORGANIZATIONAL USE OF DIFFERENCES

When you are dealing with a:	Do This	Don't Do This
Sensing Type	Talk in terms of results Be specific Reinforce past results Commend energy, drive, sense of urgency Assign to short term projects Stress action projects	Prepare long reports Be Vague on expectations Dwell on long range objectives Be overly intellectual Assign to long term projects Insist on written reports
Intuitive	Commend creativity, innovation Be future oriented Rely on intellectual approach Allow to use creative, visionary approach Emphasize big picture	Expect action oriented behavior Expect pragmatic actions Be overly specific, detailed Be overly demanding Expect follow-up on details
Thinking Type	Be logical, well organized Commend logic, rationality Stress flow of work from past to present to future Assign projects that require analytical approach Stress facts, evidence	Be emotional or domineering Be personal Deal in just one time frame Assign "people" projects Start with small talk
Feeling Type	Show support and concern Stress your need for help Provide personal recognition Commend loyalty, sensitivity Allow work with others Offer personal help and encouragement	Be cold and aloof Be demanding Be impersonal Press hard for immediate change or results Assign solitary tasks Allow long lapses for follow-up

DAY 11

DAY 12

DAY 13

DAY 14

REACTION FORMATIVE EVALUATION OF PDIT MODULE
Advanced Trainers Development Workshop
Activities of July 17-22, 1990

Using the following scale, circle the number to the right of each of the following statements to indicate the degree to which you agree or disagree with the statement as it relates to the PDIT module activities:

5 = Strongly Agree
4 = Agree
3 = Neutral or Not Sure
2 = Disagree
1 = Strongly Disagree

1. The terminal objectives for the PDIT workshop are appropriate. 5 4 3 2 1
2. The PDIT participants' manual is useful. 5 4 3 2 1
3. Developing activities for the PDIT instructors' manual has been useful. 5 4 3 2 1
4. Working with a co-developer on the PDIT instructors' manual was a good learning experience. 5 4 3 2 1
5. Arney provided helpful assistance in developing my components of the PDIT instructors' manual. 5 4 3 2 1
6. Making a presentation on one area of PDIT was a useful activity. 5 4 3 2 1
7. Working with a co-facilitator on my presentation was a good learning experience. 5 4 3 2 1
8. I received useful written feedback from my peers based on my presentation. 5 4 3 2 1
9. I received useful oral feedback from my peers based on my presentation. 5 4 3 2 1
10. I received useful written feedback from the trainers based on my presentation. 5 4 3 2 1
11. I received useful oral feedback from the trainers based on my presentation. 5 4 3 2 1
12. It was helpful hearing the feedback received by other participants. 5 4 3 2 1
13. It was helpful viewing the videotape of my presentation. 5 4 3 2 1
14. I learned more about PDIT from the presentation I made. 5 4 3 2 1
15. I learned more about PDIT from the presentations made by others. 5 4 3 2 1
16. Arney used good facilitation skills during the feedback sessions. 5 4 3 2 1
17. I could understand Arney's pronunciation. 5 4 3 2 1

Please turn this page over.

18.	Arney is knowledgeable about training presentation skills.	5	4	3	2	1
19.	McLean is knowledgeable about training presentation skills.	5	4	3	2	1

The following presented by Arney was useful:

20.	Myers-Briggs Type Indicator (MBTI)	5	4	3	2	1
21.	Using MBTI to process TNA co-facilitation	5	4	3	2	1
22.	Writing a behavioral objective based on individual growing edges	5	4	3	2	1
23.	STRIPE (Steps in Program Design)	5	4	3	2	1
24.	Pretest in training delivery methods	5	4	3	2	1
25.	Q-Sort on preferences in training delivery methods	5	4	3	2	1

26.	The support available from the AED support staff has been adequate.	5	4	3	2	1
27.	The facilities have been adequate.	5	4	3	2	1
28.	Overall, I am satisfied with the PDIT module activities.	5	4	3	2	1

29. Here's what I liked best about the PDIT activities:

30. Here's what I didn't like about the PDIT activities:

31. Here's what I'd like to have changed or included during the ETE module:

32. Here's some additional feedback I'd like you to have:

Thanks for helping.

DAY 15

DAY 16

DAY 17

REACTION FORMATIVE EVALUATION OF ETE MODULE
Advanced Trainers Development Workshop
Activities of July 23-25, 1990

Using the following scale, circle the number to the right of each of the following statements to indicate the degree to which you agree or disagree with the statement as it relates to the ETE module activities:

5 = Strongly Agree
4 = Agree
3 = Neutral or Not Sure
2 = Disagree
1 = Strongly Disagree

1. The terminal objectives for the ETE workshop are appropriate. 5 4 3 2 1
2. The ETE participants' manual is useful. 5 4 3 2 1
3. Developing activities for the ETE instructors' manual has been useful. 5 4 3 2 1
4. Working with a co-developer on the ETE instructors' manual was a good learning experience. 5 4 3 2 1
5. McLean provided helpful assistance in developing my components of the ETE instructors' manual. 5 4 3 2 1
6. Making a presentation on one area of ETE was a useful activity. 5 4 3 2 1
7. Working with a co-facilitator on my presentation was a good learning experience. 5 4 3 2 1
8. I received useful written feedback from my peers based on my presentation. 5 4 3 2 1
9. I received useful oral feedback from my peers based on my presentation. 5 4 3 2 1
10. I received useful written feedback from the trainers based on my presentation. 5 4 3 2 1
11. I received useful oral feedback from the trainers based on my presentation. 5 4 3 2 1
12. It was helpful hearing the feedback received by other participants. 5 4 3 2 1
13. It was helpful viewing the videotape of my presentation. 5 4 3 2 1
14. I learned more about ETE from the presentation I made. 5 4 3 2 1
15. I learned more about ETE from the presentations made by others. 5 4 3 2 1
16. Having participants facilitate the feedback sessions was a good idea. 5 4 3 2 1
17. I appreciated the way in which the topic to be presented for ETE was selected. 5 4 3 2 1

Please turn this page over.

18. The support available from the AED support staff has been adequate. 5 4 3 2 1

19. The facilities have been adequate. 5 4 3 2 1

20. Overall, I am satisfied with the ETE module activities. 5 4 3 2 1

21. Here's what I liked best about the ETE activities:

22. Here's what I didn't like about the ETE activities:

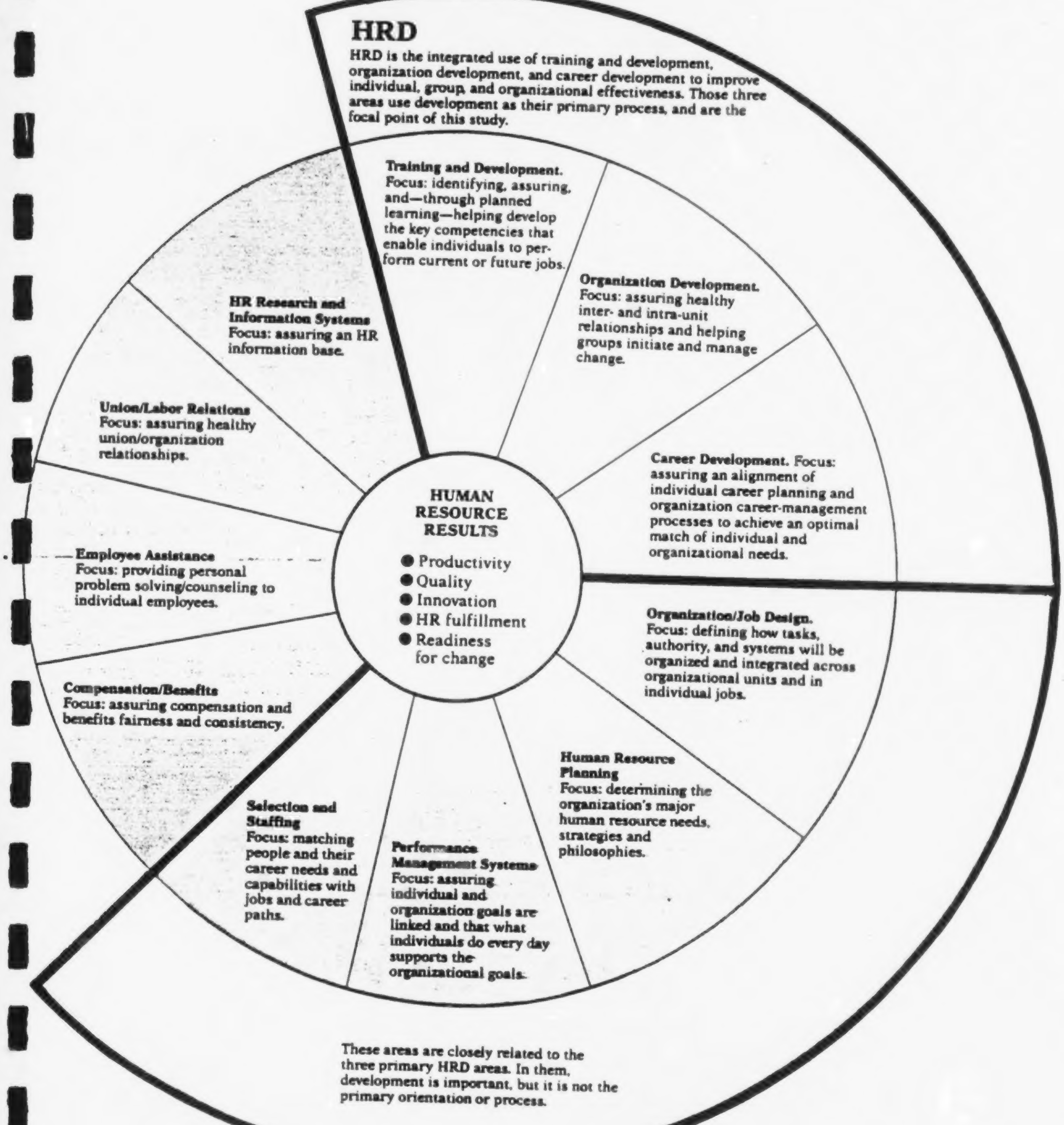
23. Here's some additional feedback I'd like you to have:

Thanks for helping.

DAY 18

FROM: McLagan, P.A. (1989). Models for HRD practice: The models. Alexandria, VA: American Society for Training and Development.

Figure 1: Human Resource Wheel



HRD

HRD is the integrated use of training and development, organization development, and career development to improve individual, group, and organizational effectiveness. Those three areas use development as their primary process, and are the focal point of this study.

Training and Development. Focus: identifying, assuring, and—through planned learning—helping develop the key competencies that enable individuals to perform current or future jobs.

Organization Development. Focus: assuring healthy inter- and intra-unit relationships and helping groups initiate and manage change.

Career Development. Focus: assuring an alignment of individual career planning and organization career-management processes to achieve an optimal match of individual and organizational needs.

Organization/Job Design. Focus: defining how tasks, authority, and systems will be organized and integrated across organizational units and in individual jobs.

Human Resource Planning Focus: determining the organization's major human resource needs, strategies and philosophies.

Performance Management Systems Focus: assuring individual and organization goals are linked and that what individuals do every day supports the organizational goals.

Selection and Staffing Focus: matching people and their career needs and capabilities with jobs and career paths.

Compensation/Benefits Focus: assuring compensation and benefits fairness and consistency.

Employee Assistance Focus: providing personal problem solving/counseling to individual employees.

Union/Labor Relations Focus: assuring healthy union/organization relationships.

HR Research and Information Systems Focus: assuring an HR information base.

These areas are closely related to the three primary HRD areas. In them, development is important, but it is not the primary orientation or process.

SELF-DISCOVERY AND DEVELOPMENT FORM

Advanced Trainer Development Workshop
July 7 - 26, 1990

Your name: ________________________________

1. During this workshop I have improved in the following areas of training of trainers:

2. During this workshop I have discovered the following strengths as a trainer of trainers:

3. I intend to put my strengths to use in the following ways:

4. I have also discovered a need to increase my strengths in the following areas:

5. I intend to take the following actions to improve my strengths in the areas listed in answer to question 4:

6. I believe I can make important contributions to the advancement of the profession of training in Pakistan in the following ways:

7. What AED workshops would you like to attend to build further on your training of trainer competencies?

8. What workshops would you like AED to offer that you would attend that would build further on your training of trainer competencies?

REACTION SUMMATIVE EVALUATION
Advanced Trainer Development Workshop
July 7 - 26, 1990

1. Here's what I liked about the workshop:

2. Here's what would have improved the workshop:

3. How can the workshop be marketed better?

4. If possible, list the names and contact means of three people who you think could benefit from this workshop:

5. What organizations with contacts do you know that might be interested in being a client organization for TNA, PDIT, or ETE?

6. Any additional feedback you'd like us or AED to have:

PEER AND SELF-EVALUATION OF READINESS TO BECOME A TRAINER OF TRAINERS

To assist the facilitators in evaluating each participant, and to determine the willingness of participants to participate in co-facilitating a Training of Trainer workshop during the next 12 months, we would appreciate your responses to the questions that follow.

1. Your name: ______________________________

2. How willing are you to co-facilitate a TOT workshop during the next twelve months? (Circle the number that applies)

   5 Very willing
   4 Willing
   3 Not sure
   2 Not willing
   1 Definitely not willing

3. If you answered #2, above, with a 4 or a 5, rank order your preference for co-facilitating the following three workshops, with a 1 indicating your top interest and a 3 your bottom interest. Leave the item blank if you would not co-facilitate that workshop. Dates, locations and coaches are provided where they are known.

   _____ Training Needs Assessment (tentatively, McLean during the last two weeks of February, 1991, in Karachi)
   _____ Program Development and Instructional Techniques (Arney, December 1 - 11, 1990, location not yet set; need to be available November 23 - December 13)
   _____ Effective Training Evaluation (tentatively, McLean sometime during the summer of 1991 in an unspecified location)

4. Again, if you answered #2, above, with a 4 or a 5, with what three persons in this ATDW would you most like to co-facilitate? (List in rank order)

   1. ______________________________
   2. ______________________________
   3. ______________________________

(All respondents, please turn page over and complete the other side.)

5. From what you have observed in this ATDW, what is your assessment of each participant's competence to co-facilitate a Training of Trainers workshop, including yourself?

Use the following scale:
4 - Competent to do this now
3 - Not yet competent to do this, but shows good promise
2 - Can possibly become competent to do this, but needs more experience and training
1 - Does not show promise of becoming a trainer of trainers

Rating	Participant
______	Mirza
______	Salma
______	Urusa
______	Naveed
______	Paul
______	Jafri
______	Tahseen
______	Basit
______	Shah
______	Sherwani
______	Zaheer
______	Zafar
______	Abbas
______	Dominic
______	Makhdoom
______	Mahmooda
______	Zahur
______	Fakhar

PRESENTATION EVALUATION FORM

Presenter ______________________________

PREPARATION:

_____ 1. Lesson Materials - neatly arranged, easily accessible
_____ 2. Audio-Visual Aids - checked out prior to use
_____ 3. Class Arrangement -- class in contact for control, all can see and hear

INTRODUCTION:

_____ 1. Objective, Need, Application - able to see need or value of lesson
_____ 2. Interest Arousing - stimulating
_____ 3. Tie-in - builds upon previous learning when possible

PRESENTATION:

_____ 1. Logical Sequence - easy to follow, not lost in mass of words
_____ 2. Alert to Class - views class, looks for reaction
_____ 3. Emphasize Key Points - uses adequate reinforcement
_____ 4. Instructional Aids - used when needed, clear, organized
_____ 5. Safety - indicated at point of need
_____ 6. Technical Correctness - principles accurate, obvious knowledge of subject, skills
_____ 7. Pace - smooth delivery, few pauses, not too fast or too slow
_____ 8. Class Participation - students made a part of lesson, attempt to gain feedback

CONCLUSION AND SUMMARY:

_____ 1. Check and Review Main Points - questions from students, asks direct questions of value
_____ 2. Follow-up - gives assignment or clear directions for future action

TEACHING MANNER:

_____ 1. Speech, Diction, Tone - clear, good volume
_____ 2. Enthusiasm - mannerisms positive

_____ TOTAL (Rate each item 0 to 4, with 4 being the best)

COMMENTS:

PRESENTATION SKILLS EVALUATION

NAME______________________________DATE______________

TOPIC______________________________

RATING
5=excellent
4=good
3=average
2=needs improvement
1=poor

			COMMENTS
☐	PREPARATION	Materials and room ready	
☐	AUDIENCE ASSESSMENT	Background Skill level Expectations	
☐	INTRODUCTION	Clarity of purpose Established rapport Overview	
☐	NON-VERBAL COMMUNICATION	Poise Confidence Gestures	
☐	EYE CONTACT	One-to-one Group	
☐	VOCAL DYNAMICS	Pace Tone Projection	
☐	ORGANIZATION	Clarity Transitions Use of notes	
☐	QUESTIONS	Adequate time allowed Feedback Related to topic	
☐	REINFORCEMENT EXERCISES	Purposeful Comprehensive Adequate time	
☐	HANDLING DISTRACTIONS	Not sidetracked Effective control	
☐	USE OF AUDIOVISUALS	Simple Legible Interesting	
☐	CONCLUSION	Summarized main points	

Further suggestions for improvement______________________________

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